Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2025–2026 Accountability Statuses Based on 2024–2025 Results

New York State Education Department

Office of Accountability

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Contents

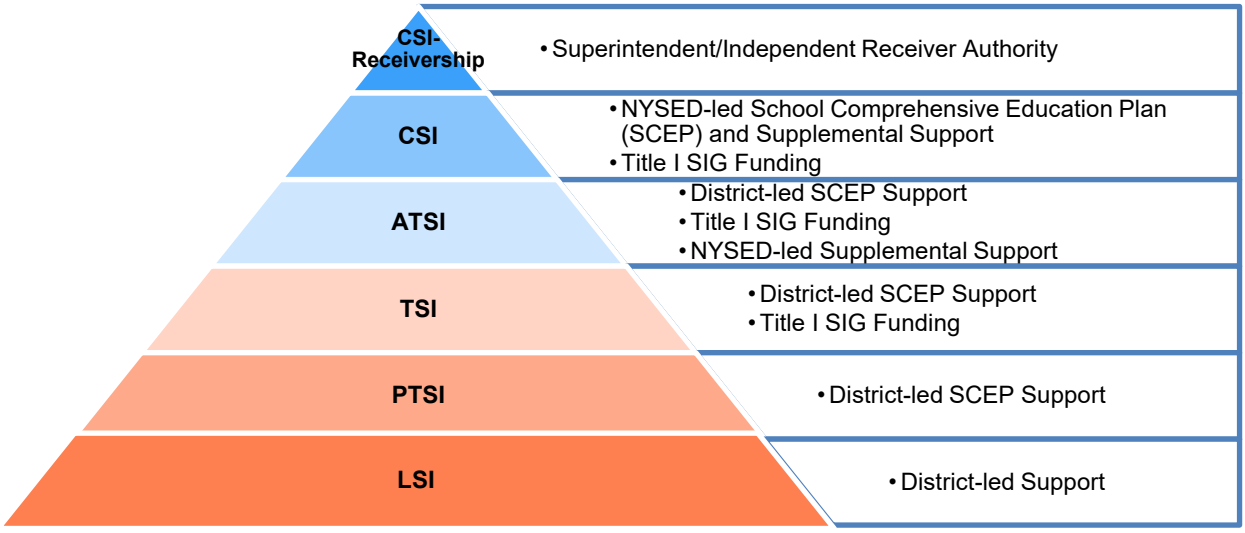
Introduction

Under the guiding values of reliability, transparency, and explainability, the New York State Education Department (NYSED or "the Department") has committed to designing an accountability system that will provide local education agencies with meaningful and actionable data that can be infused and layered into continuous improvement systems. The accountability system progressed through three phases in its development: the Restart Phase, the Rebuild Phase, and the Reimagine Phase.

After a two-year pause of the accountability system in the 2019–2020 and 2020–2021 school years due to the impact of the COVID-19 pandemic, the Restart Phase was implemented in the 2022–2023 school year based on 2021–2022 school year results under an approved one-year ESSA Accountability State Plan Addendum. Following consultation with educational experts and extensive stakeholder input, the United States Department of Education (USDE) approved amendments to the accountability section of the New York State consolidated State plan to implement a two-year Rebuild Phase in the 2023–2024 and 2024–2025 school years based on results from the 2022–2023 and 2023–2024 school years.

For the Reimagine Phase, beginning in the 2025–2026 school year based on results from the 2024–2025 school year, the Department reflected on feedback and impact from prior phases to develop amendments to the accountability system, which were approved by USDE in January 2025. While the Reimagine Phase accountability system is designed for long-term use, the Department will continue to analyze recent and longitudinal data and to respond to ongoing initiatives and recommendations to strengthen educational opportunities for all students. The approved New York State ESSA plan can be found on the NYSED Approved New York State ESSA Plan webpage.

The New York State accountability system differentiates support through a scaffolded continuum that begins with district-led support. As schools are identified with more significant needs based on outcomes from the accountability system, more support becomes available directly from the Department. Schools that do not meet identified criteria for required state or district-led support are identified for Local Support and Improvement (LSI). Depending on the identification year and criteria met, schools may be identified for Potential Targeted Support and Improvement (PTSI), which is a subgroup status under the LSI support model, Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), or Comprehensive Support and Improvement (CSI), which provides the most support from the State. Schools may be identified for the Receivership support model if they have been identified for CSI for at least three consecutive years. More information about the Receivership support model can be found on the NYSED Receivership FAQ website. Under the determined accountability support models, NYSED has developed tools and resources to support and build capacity around continuous improvement for all schools. The figure below shows the multiple entry points that support models provide for flexible, adaptable practices that promote sustainable structures around improvement planning and monitoring impact.



This document provides answers to questions about the New York State Accountability System implemented beginning with the 2025–2026 school year using 2024–2025 school year results under ESSA. Unless stated otherwise, the term "school" refers to public schools registered by the New York State Board of Regents and public charter schools.

Note: This document is based upon the provisions of Sections 100.19 and 100.21 of the Regulations of the Commissioner of Education that were adopted by the Board of Regents as an emergency action in February 2025. In June 2025, the Board of Regents approved permanent adoption of amendments to Sections 100.19 and 100.21. More details on the June 2025 Board of Regents meeting can be found on the NYSED Meeting of the Board of Regents webpage.

For further resources about the Reimagine Phase accountability system beginning with the 2025–2026 school year, such as webinars and fact sheets, please see the NYSED School and District Accountability Resources and Data webpage.

Accountability Statuses

1. What are the subgroup, school, and district accountability statuses, or support models, under New York State's Every Student Succeeds Act (ESSA) and how frequently are these determinations made?

USDE requires New York State to use approved criteria and methodology to make accountability status determinations for annual meaningful differentiation. The lowest performing elementary/middle schools are identified using criteria based on the performance of the All Students group and applicable accountability subgroups. The lowest performing high schools are identified using criteria based on the performance of the All Students group and applicable accountability subgroups and based on low graduation rates that meet the less than 67% criterion listed below. A minimum of 5% of the lowest performing elementary/middle schools in the State receiving Title I, Part A funds plus any non-Title I elementary/middle schools meeting the criteria for identification AND a minimum of 5% of the lowest performing high schools receiving Title I, Part A funds plus any non-Title I high schools meeting the criteria for identification will be identified.

In New York State, accountability status determinations under ESSA, while federally required, are also viewed as opportunities for continuous improvement. *Therefore, accountability status determinations are referred to as support model determinations in New York State and will henceforth be described as support models in this document.* Identification criteria for each of the support models are explained further in Questions 5–10.

The accountability support models are as follows:

Subgroup	School	District
• Comprehensive Support and Improvement (CSI) • Additional Targeted Support and Improvement (ATSI) • Targeted Support and Improvement (TSI) • Potential Targeted Support and Improvement (PTSI) • Local Support and Improvement (LSI)	• CSI • ATSI • TSI • LSI	• Target District • LSI

Accountability Subgroup Level: The accountability subgroups, which are further described in Question 2, are identified for the following possible support models:

All Students Group	Accountability Subgroups
• CSI • LSI	• CSI • ATSI • TSI • PTSI • LSI

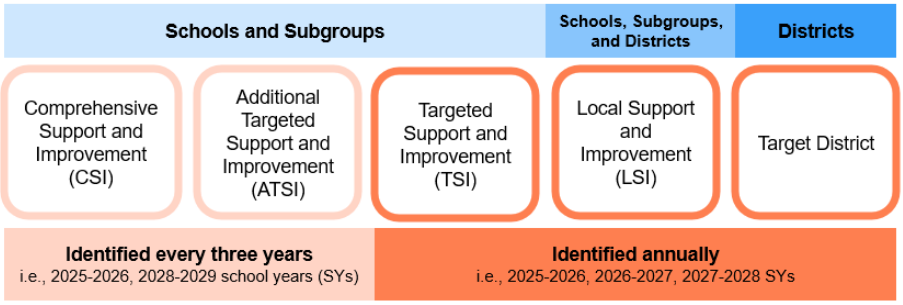
School Level: Schools are identified based on the accountability support model determinations of their accountability subgroups as further explained in Question 2. Schools are identified for the following possible support models:

Schools
• CSI • ATSI • TSI • LSI   ○ If one or more subgroups are identified for PTSI, but no other subgroups are identified for CSI, ATSI, or TSI, the school is identified for LSI.

District Level: Districts are identified based on the accountability support model determinations of the district's component schools as further explained in Question 3. Beginning with the 2025–2026 school year determinations based upon 2024–2025 school year results, district level data and a school's subgroup level data are no longer used to make district support model determinations. Districts are identified for the following possible support models:

Districts
• Target District • LSI

Support Models and Identification Frequency
Annually, subgroups are identified for TSI and PTSI, schools are identified for TSI and LSI, and districts are identified as Target Districts and for LSI. Every three years, schools are identified for CSI and ATSI based on the performance of respective subgroups. Schools will be identified for CSI and ATSI in the 2025–2026 school year based on 2024–2025 school year results and every three years thereafter. The frequency of support model determinations can be seen in the figure below.



Districts and charter schools may petition the Commissioner to not identify a preliminarily identified subgroup, school, or district if the district or charter school believes that there are extenuating and/or extraordinary circumstances that warrant the subgroup, school, and/or district are not identified for a specified accountability support model. Following the review of any appeals, the Commissioner makes final determinations regarding the support models of preliminarily identified subgroups, schools, or districts.

Beginning in the 2025–2026 school year based on 2024–2025 school year results, subgroups will be eligible to exit the CSI, ATSI, and TSI support models in the second year after initial identification and any school year thereafter. Subgroups identified for PTSI are eligible to exit in any school year after identification. More information on removal from accountability support models can be found in Questions 10 and 11.

2. What is an accountability subgroup?

An accountability subgroup is a group of students who are assigned to a certain category based on their race/ethnicity, English language proficiency, disability status, or economic status. The accountability subgroups are: All Students, American Indian or Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, Hispanic or Latino, Multiracial, White, Economically Disadvantaged, English Language Learner, and Students with Disabilities.

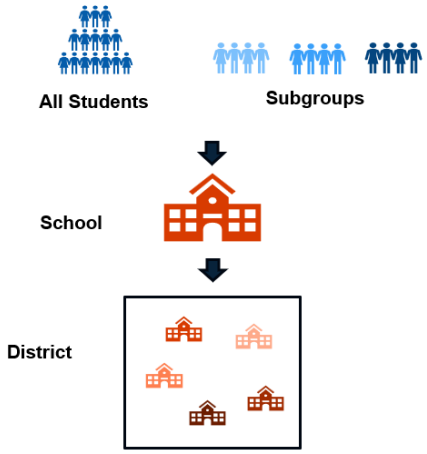
A student will always be classified as belonging to the All Students group and one of the racial/ethnic subgroups. In addition, applicable students will also be classified as Economically Disadvantaged, English Language Learner, and/or a Student with a Disability.

Accountability indicator levels are assigned for each accountability subgroup that meets the minimum n-size of 20 student records. Based on these accountability indicator levels, subgroups are identified for the CSI, ATSI, TSI, PTSI, or LSI support models. A school's overall support model identification is made based on the support models assigned to subgroups for which it is accountable.

3. How do subgroup support models determine school and district support models?

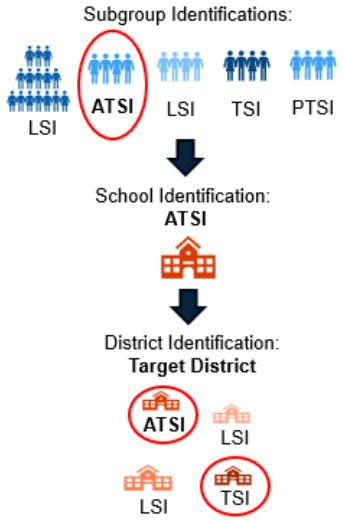
Support model determinations are made first at the subgroup level. Then, a school's support model is determined based on its subgroups' support model identifications. A school is identified for the most rigorous support model any of its subgroups is identified for. The support models from most to least rigorous as defined by the degree of district and state level supports are as follows: CSI, ATSI, TSI, PTSI, and LSI. Finally, a district's support model is determined based on the support model identifications of its component schools. If any of its component schools are identified for CSI, ATSI, or TSI, a district is identified as a Target District. Beginning in the 2025–2026 school year, no accountability support model determinations are made based on district-level subgroup data. The figure below shows how the support model accountability determinations at the subgroup level lead to the determinations at the school and then district level.

Support Model Determinations from the Subgroup to School to District Level



In the example below, a school's All Students group is identified for LSI and accountability subgroups are identified for ATSI, TSI, PTSI, and LSI. The school's support model identification is based on the highest level of need at the subgroup level. Therefore, the school in this example is identified for ATSI. The district's support model identification is based on the support model identifications of its component schools. A district is identified for Target District support if any of its component schools is identified for CSI, ATSI, or TSI; if all its component schools are identified for LSI, the district is also identified for LSI. In this example, because it has a component school identified for ATSI and another component school identified for TSI, the district is identified for Target District support.

Example of Subgroup, School, and District Support Model Determinations



4. What indicators are used to make subgroup support model determinations for schools?

At the elementary/middle level, the indicators are:

- **Weighted Average Achievement:** Annual student performance in English language arts (ELA), math, and science calculated using a denominator that meets USDE requirements for the academic achievement indicator (i.e., the greater of the number of continuously enrolled students in the subgroup with valid test scores or 95% of continuously enrolled students).
- **Core Subject Performance:** Annual student performance in ELA, math, and science calculated using a denominator of continuously enrolled students with valid test scores.
- **Student Growth:** Student growth on State assessments in ELA and math for current continuously enrolled students in Grades 4–8 who took the same subject test in the prior school year and the next sequential grade level test in the current school year.
- **English Language Proficiency:** Percentage of students meeting individual progress targets on the New York State English as a Second Language Achievement Test (NYSESLAT) divided by the percentage of students in the subgroup who were expected to make such progress.
- **Attendance:** Attendance for students in Grades 1–8 calculated using a student attendance index of all students enrolled at least 30 cumulative instructional days and in attendance for one of those days.

At the High School level, the indicators are:

- **Weighted Average Achievement:** Annual student performance in ELA, math, science, and social studies calculated using a denominator of all the students in the accountability cohort.
- **Core Subject Performance:** Annual student performance in ELA, math, science, and social studies calculated using a denominator of students in the accountability cohort with valid test scores.
- **Graduation Rate:** Unweighted average of the graduation rates of cohorts of students four, five, and six years after first entering Grade 9 as of August 31st of the preceding reporting year (lagged year data).

- **English Language Proficiency (ELP):** Percentage of students meeting individual progress targets on the NYSESLAT divided by the percentage of students in the subgroup who were expected to make such progress.
- **Attendance:** Attendance for students in Grades 9–12 calculated using a student attendance index of all students enrolled at least 30 cumulative instructional days and in attendance for at least one of those days.
- **College, Career, and Civic Readiness (CCCR):** Percentage of students who are leaving high school prepared for college, career, and civic engagement as measured by diplomas, credentials, advanced course credits and assessment results, career and technical education certifications, and other achievements.

Under ESSA, the New York State accountability system assigns an accountability level from 1 to 4 to each accountability subgroup for each indicator for which a school is accountable based on the subgroup's performance on the indicators, where 1 indicates the lowest performance and 4 indicates the highest performance.

5. How is a school identified for Comprehensive Support and Improvement (CSI)?

As part of the approved amendments to the ESSA plan, the New York State Education Department (NYSED or "the Department") will newly identify schools for CSI in the 2025–2026 school year based on 2024–2025 school year results and every three years thereafter. The scenario tables will be applied for identifying and removing the following subgroups:

- All Students group at the elementary/middle or high school level newly identified for low performance or previously identified for CSI but does not meet exit criteria;
- Accountability subgroup identified for ATSI meets CSI identification criteria or does not meet exit criteria; or
- All Students group at the high school level with a 4-year graduation rate less than 67% and the 5- and 6-year graduation rates not at or above 67%.

The following identification criteria and methodology are used to identify for CSI, which is a minimum of the lowest performing 5% of Title I Schools in the State. Non-Title I Schools that meet the criteria used to identify Title I Schools will also be determined as lowest performing.

Elementary/Middle School Identification Methods:

1) Elementary/middle schools are identified if the All Students group or eligible accountability subgroup meets Scenario 1 or 2 listed in the table below, or Scenario 3 if needed to identify a minimum of the lowest performing 5% of Title I Schools in the State.

Elementary/Middle School Identification Scenarios

Scenario	Weighted	Core	Student Growth	ELP	Attendance
1	Level 1	Level 1	At Least One Level 1		
2	Level 2	Level 1	Level 1	Level 1 or 2 or None*	
3	Level 1	Level 1	Level 2	Either Level 2	

*"None" means the school does not have sufficient results (i.e., at least 20 results) to assign an accountability level.

2) Based on 2024–2025 school year results, an elementary/middle school subgroup identified for ATSI that does not exit the ATSI support model may be identified for CSI. That elementary/middle school's overall support model will then change from ATSI to CSI. The same scenarios used for identifying for ATSI are used to determine whether the identified subgroups have met one of the exit criteria.

Note: The accountability support models for schools that do not have a Weighted Average Achievement Level or a Core Subject Performance Level, or do not have an ELP, Student Growth, and Attendance Level will be determined using a separate self-assessment process.

High School Identification Methods:

1) High schools are identified if they have an All Students group 4-year graduation rate that is less than 67% and do not have 5-year or 6-year graduation rates that are at or above 67%.
2) High schools are identified if the All Students group meets Scenario 1 or 2 listed in the table below, or Scenario 3 if needed to identify a minimum of the lowest performing 5% of Title I Schools in the State.

High School Identification Scenarios

Scenario	Weighted	Core	Grad Rate	ELP	Attendance	CCCR
1	Level 1	Level 1	Level 1	At Least One Level 1		
2	Level 1 or 2	Either Level 1		At Least One Level 1		
3	Level 1 or 2	Either Level 1		Level 1 or 2 or None*	Level 1 or 2	

*"None" means the school does not have sufficient results (i.e., at least 20 results) to assign an accountability level.

3) Based on 2024–2025 school year results, a high school subgroup identified for ATSI that does not exit the ATSI support model may be identified for CSI. That high school's overall support model will then change from ATSI to CSI. The same scenarios used for identifying for ATSI are used to determine whether the identified subgroups have met one of the exit criteria.

Note: The accountability support models for schools that do not have a Weighted Average Achievement Level, or do not have Core Subject Performance and Graduation Rate Levels, or do not have ELP, CCCR, and Attendance Levels will be determined using a separate self-assessment process.

6. How is a school identified for Targeted Support and Improvement (TSI)?

TSI identifications are made annually based on the performance of accountability subgroups, not the All Students group. For the 2025–2026 school year, TSI identifications will be made based on a subgroup's performance using 2024–2025 school year results. Beginning in the 2025–2026 school year based on 2024–2025 school year results, if one (or more) of the school's accountability subgroups meets TSI identification criteria for three consecutive years, the subgroup(s) are preliminarily identified for TSI. The first year that a subgroup meets the identification criteria, the subgroup is identified for PTSI-1. If that same subgroup meets the identification criteria for a second consecutive year, it is identified for PTSI-2. If the identified subgroup meets the identification criteria for a third consecutive year, it is identified for TSI. Any subgroup that was identified for PTSI for the 2024–2025 school year based on 2023–2024 school year results will have its support model retroactively renamed to PTSI-1 for the 2024–2025 school year. Subgroups identified for PTSI are within the LSI support model and are notified of subgroup performance for continuous improvement purposes. Subgroups and schools identified for PTSI are eligible to be removed from their support model in any school year after identification.

Similar methods used to identify schools for CSI are used to identify schools for TSI. To identify subgroups and schools for TSI, only Scenarios 1 and 2 as seen below are applied at the elementary/middle and high school levels. The Department will use the same scenarios applied for identifying subgroups to determine whether the identified subgroups have met one of the exit criteria.

Elementary/Middle School Identification Scenarios

Scenario	Weighted	Core	Student Growth	ELP	Attendance
1	Level 1	Level 1	At Least One Level 1		
2	Level 2	Level 1	Level 1	Level 1 or 2 or None*	

* "None" means the school does not have sufficient results (i.e., at least 20 results) to assign an accountability level.

High School Identification Scenarios

Scenario	Weighted	Core	Grad Rate	ELP	Attendance	CCCR
1	Level 1	Level 1	Level 1	At Least One Level 1		
2	Level 1 or 2	Either Level 1		At Least One Level 1		

The following identification criteria and methodology are used to identify for TSI.

TSI identification criteria:

1) TSI identifications are based on the performance of the accountability subgroups, not the All Students group. These subgroups are: American Indian or Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, Hispanic or Latino, Multiracial, White, Economically Disadvantaged, English Language Learner, and Students with Disabilities.
2) Scenarios 1 and 2 are applied to the accountability subgroups other than the All Students group at the elementary/middle and high school levels to identify schools for TSI. Scenario 3 is not applied to the accountability subgroups to identify schools for TSI at the elementary/middle and high school levels.
3) If an accountability subgroup is identified for PTSI-1, then PTSI-2, and then meets the identification criteria for a third consecutive year, it is preliminarily identified for TSI (see example 1 in the table below). If a subgroup identified for PTSI-1 does not meet TSI identification criteria in year two or three, then it is no longer identified for PTSI and is identified for LSI (see examples 2 and 3 in the table below). Note that in example 2, if an identified subgroup does not meet TSI identification criteria and is no longer identified for PTSI but meets TSI identification criteria again in the following school year, the identified subgroup is identified for PTSI-1 and needs to be identified for two more consecutive years to be preliminarily identified for TSI.

Example	Year 1	Year 2		Year 3	
	2025–2026 SY Accountability Support Model	2026–2027 SY Met TSI Identification Criteria?	2026–2027 SY Accountability Support Model	2027–2028 SY Met TSI Identification Criteria?	2027–2028 SY Accountability Support Model
Example 1	PTSI-1	Yes	PTSI-2	Yes	TSI
Example 2	PTSI-1	No	LSI	Yes	PTSI-1
Example 3	PTSI-1	Yes	PTSI-2	No	LSI

7. How is a school identified for Additional Targeted Support and Improvement (ATSI)?

Similar methods used to identify schools for CSI are used to identify schools for ATSI. However, ATSI identifications are based on the performance of accountability subgroups identified for TSI, not the All Students group. For the 2025–2026 school year, using 2024–2025 school year results, and every three years thereafter, ATSI identifications will be made based on the performance of subgroups identified for TSI.

ATSI Identification Criteria:

1) ATSI identifications are based on the performance of the accountability subgroups that are identified for TSI.
2) Scenarios shown below are applied to the elementary/middle and high school level All Students group for determining CSI, which is at a minimum 5% of the lowest performing Title I Schools in New York State, are applied to the accountability subgroups identified for TSI to identify subgroups and schools for ATSI. Subgroups identified for TSI are only identified for ATSI during a CSI/ATSI identification year. The same scenario tables used for identifying for CSI are used for identifying for ATSI. For example, if Scenarios 1 and 2 are used to identify for CSI, then Scenarios 1 and 2 are used to identify for ATSI.

Elementary/Middle School Identification Scenarios

Scenario	Weighted	Core	Student Growth	ELP	Attendance
1	Level 1	Level 1	At Least One Level 1		
2	Level 2	Level 1	Level 1	Level 1 or 2 or None*	
3	Level 1	Level 1	Level 2	Either Level 2	

High School Identification Scenarios

Scenario	Weighted	Core	Grad Rate	ELP	Attendance	CCCR
1	Level 1	Level 1	Level 1	At Least One Level 1		
2	Level 1 or 2	Either Level 1		At Least One Level 1		
3	Level 1 or 2	Either Level 1		Level 1 or 2 or None*	Level 1 or 2	

*"None" means the school does not have sufficient results (i.e., at least 20 results) to assign an accountability level.

8. How is a school identified for Local Support and Improvement (LSI)?

A school that is not identified for CSI, ATSI, or TSI is a school identified for LSI for the 2025–2026 school year. Specifically, when the All Students group and all accountability subgroups that meet the minimum n-size are identified for LSI, the school is identified for LSI. A school with an accountability subgroup identified for PTSI is within the LSI support model. A school identified for LSI will continue to use the systems and processes established at the local level for continuous improvement efforts. There is no change in regulatory requirements for this group of schools.

9. How is a district identified for a support model?

Beginning with the 2025–2026 school year based upon 2024–2025 school year results, a district's support model will no longer be determined based on a district's subgroup performance or due to a component school's subgroup performance. A district is identified based on the school support model determinations of its component schools using the criteria below.

Target District Identification Criteria:

1) A district that has at least one component school that remains identified for CSI, ATSI, or TSI based upon 2024–2025 school year results or that is newly identified for CSI, ATSI, or TSI is preliminarily identified as a Target District.

LSI Identification Criteria:

1) A district that has no component schools that meet identification criteria for CSI, ATSI, or TSI based on 2024–2025 school year results is preliminarily identified for LSI.
2) Beginning with 2024–2025 school year results, schools identified for CSI, ATSI, or TSI are eligible to exit their respective support models in the second year after initial identification

and any school year thereafter. As seen in the table below, should a Target District have all component schools identified for CSI, ATSI, or TSI exit their respective support models and all other component schools remain identified for LSI, the district is preliminarily identified for LSI.

The table below shows a summary of identification criteria for districts:

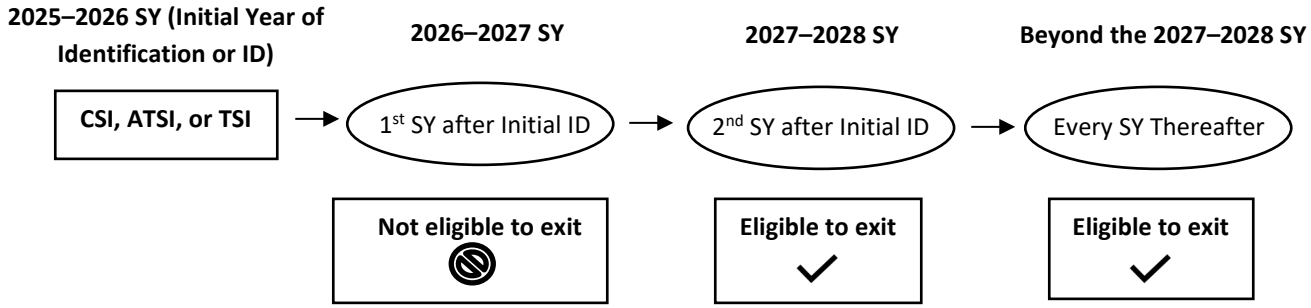
2024–2025 SY Accountability Support Model for District	2025–2026 SY District Identification Criteria	2025–2026 SY Support Models of Component Schools	2025–2026 SY Accountability Support Model for District
LSI	Does not include a school identified for CSI, ATSI, or TSI	LSI	LSI
	Includes a school identified for CSI, ATSI, or TSI	CSI, ATSI, or TSI	Target District
Target District	Includes a school identified for CSI, ATSI, or TSI	CSI, ATSI, or TSI	Target District
	Identified school(s) exits CSI, ATSI, or TSI support model	LSI	LSI

Note: New York City is not treated as a single school district. Rather, the 32 New York City community school districts serve as Local Educational Agencies (LEAs) for accountability purposes. The community school districts are held accountable for the results of all their elementary/middle and high schools. Special rules apply for schools in Community School District 75 (Special Education Schools) and Community School District 79 (Alternative Schools District).

10. How can a school be removed from identification for CSI, ATSI, or TSI?

Beginning with the 2025–2026 school year based upon 2024–2025 school year results, schools and subgroups identified for CSI, ATSI, or TSI are eligible to exit their respective support models in the second school year after initial identification or any school year thereafter. For example, if a school is identified for CSI in the 2025–2026 school year, the school is eligible to exit the CSI support model if it meets exit criteria in the 2027–2028 school year, as that is the second year after initial identification. If the school does not meet exit criteria in the 2027–2028 school year, the school is eligible to exit the CSI support model any school year thereafter in which it meets the exit criteria. Subgroups and schools identified for PTSI are eligible to be removed from their support model in any school year after identification.

The flow chart below demonstrates an example of eligibility for exiting the CSI, ATSI, or TSI support model if exit criteria are met in the second year after initial identification and any school year thereafter.



Exit Criteria for CSI or ATSI: For schools identified for CSI or ATSI, the All Students group or eligible accountability subgroup(s) for the grade level(s) for which the school was identified for CSI or the subgroup(s) for the grade level(s) for which the school was identified for ATSI must meet two conditions:

1) The identified subgroup(s) must not meet identification criteria. The Department will use the same scenarios applied for identifying subgroups to determine whether currently identified subgroups no longer meet identification criteria; and
2) The identified subgroup(s) must show absolute improvement as described below.

For elementary/middle schools, one of the following is higher than at the time of identification:

- Weighted Average Achievement Index; or
- Core Subject Performance Index.

For high schools, one of the following is higher than at the time of identification:

- Weighted Average Achievement Index; or
- Core Subject Performance Index; or
- Graduation Rate (unweighted average of the 4-year, 5-year, and 6-year cohorts).

For high schools identified for CSI for having a Graduation Rate less than 67%, the 4-, 5-, or 6-year cohort's Graduation Rate must be 67% or higher.

Note: If a school identified for CSI in the 2022–2023 school year did not meet exit criteria and is re-identified for CSI in the 2025–2026 school year based on 2024–2025 school year results, the school is eligible to exit in the following school year (i.e., the 2026–2027 school year) and any school year thereafter.

Exit Criteria for TSI: For schools identified for TSI, for all subgroups for which the school was identified, the subgroup(s) must not meet any of the scenarios that can cause a subgroup to be identified for TSI, and no subgroup in the school can be newly identified for TSI. A subgroup identified for PTSI must not meet any of the scenarios that can cause the subgroup to be identified for TSI to no longer be identified for PTSI.

11. How can a district be removed from Target District identification?

To exit the Target District support model, a district must have no component schools identified for CSI, ATSI, or TSI.

Indicators Used to Make Accountability Determinations

12. How are a Weighted Average Achievement Level and a Core Subject Performance Level determined at the elementary/middle level?

As approved by the United States Department of Education (USDE), the Science Performance Index will be reintroduced to the calculation of the Weighted Average Achievement Level and Core Subject Performance Level at the elementary/middle level beginning in the 2025–2026 school year based on 2024–2025 school year results.

A Weighted Average Achievement Level is determined at the elementary/middle level using the following multi-step process for each accountability subgroup:

Step 1: Calculate **English language arts (ELA), Math, and Science Performance Indices** using the formula and denominator indicated below:

Formula: $\frac{(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)}{Denominator}$

Denominator: The greater of 1) continuously enrolled students who have valid test scores, OR 2) 95% of continuously enrolled students with or without valid test scores

Continuously enrolled students are students who are enrolled in a district or a school on Basic Educational Data System (BEDS) Day (typically the first Wednesday in October) and the last day of the test administration.

Step 2: Combine the ELA, Math, and Science Performance Indices to calculate the **Weighted Average Achievement Index** by summing the ELA, math, and science numerators and denominators from Step 1, dividing the combined numerator by the combined denominator, and multiplying that result by 100. Compute only for subgroups with 20 or more student results.

Numerator: $ELA\ Performance\ Index\ (PI)\ Numerator + Math\ PI\ Numerator + Science\ PI\ Numerator$

Denominator: $ELA\ PI\ Denominator + Math\ PI\ Denominator + Science\ PI\ Denominator$

Weighted Average Achievement Index: $\frac{Numerator}{Denominator} * 100$

Example of Elementary/Middle Level Weighted Average Achievement Index

Subject	# of Continuously Enrolled Students	# of Continuously Enrolled Tested Students	95% of Continuously Enrolled Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	PI
ELA	100	90	95	20	20	30	20	130	95	136.8
Math	102	100	97	10	30	40	20	160	100	160
Science	40	40	38	2	8	16	14	75	40	187.5
Weighted Average Achievement Index								**365**	**235**	**155.3**

Step 3: Rank order schools by their Weighted Average Achievement Index from Step 2. The higher the rank, the better the performance. In the example in Step 2, the Weighted Average Achievement Index for the school's All Students group is 155.3. In the sample below, we call this school "School T." If New York State had 20 schools, Schools A through T, with Weighted Average Achievement Indices ranging from 25.4 to 240.5, School T would be ranked 13, as indicated in the example below.

Example of Elementary/Middle Level Weighted Average Achievement Index Ranking

School	Weighted Average Achievement Index	Rank
School J	25.4	1
School A	55.8	2
School F	70.3	3
School S	85	4
School D	92.9	5
School N	100.2	6
School G	110.1	7
School B	115.7	8
School Q	119.4	9
School C	125.7	10
School R	135.3	11
School I	140.9	12
School T	**155.3**	**13**
School O	166.1	14
School E	180.8	15
School K	181.4	16
School L	188.2	17
School H	209	18
School M	235.6	19
School P	240.5	20

Step 4: Assign a Weighted Average Achievement Level based on the statewide rank-based cut point system shown in the table below. In the case of School T, the rank is within the 50.1 to 75% range compared to the other 19 schools, so School T would receive a Level 3, as indicated below.

Weighted Average Achievement Level Assignment

Rank	Weighted Average Achievement Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Example of Elementary/Middle Level Weighted Average Achievement Level

School	Rank	Rank Range	Weighted Average Achievement Level
School J	1	10% or less	1
School A	2	10% or less	1
School F	3	10.1 to 50%	2
School S	4	10.1 to 50%	2
School D	5	10.1 to 50%	2
School N	6	10.1 to 50%	2
School G	7	10.1 to 50%	2
School B	8	10.1 to 50%	2
School Q	9	10.1 to 50%	2
School C	10	10.1 to 50%	2
School R	11	50.1 to 75%	3
School I	12	50.1 to 75%	3
School T	**13**	**50.1 to 75%**	**3**
School O	14	50.1 to 75%	3
School E	15	50.1 to 75%	3
School K	16	Greater than 75%	4
School L	17	Greater than 75%	4
School H	18	Greater than 75%	4
School M	19	Greater than 75%	4
School P	20	Greater than 75%	4

A Core Subject Performance Level is determined at the elementary/middle level using the following multi-step process for each accountability subgroup:

Step 1: Calculate **ELA, Math, and Science Performance Indices** using the formula and denominator indicated below:

Formula: $\frac{(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)}{Denominator} * 100$

Denominator: Continuously enrolled students who have valid test scores

Step 2: Combine the ELA, Math, and Science Performance Indices to calculate the **Core Subject Performance Index** by summing the ELA, math, and science numerators and denominators from Step 1, dividing the combined numerator by the combined denominator, and multiplying that result by 100.

Numerator: $ELA\ PI\ Numerator + Math\ PI\ Numerator + Science\ PI\ Numerator$

Denominator: $ELA\ PI\ Denominator + Math\ PI\ Denominator + Science\ PI\ Denominator$

Core Subject Performance Index: $\frac{Numerator}{Denominator} * 100$

Example of Elementary/Middle Level Core Subject Performance Index

Subject	# of Continuously Enrolled Tested Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	PI
ELA	95	25	20	30	20	130	95	136.8
Math	100	10	30	40	20	160	100	160
Science	40	2	8	16	14	75	40	187.5
Core Subject Performance Index						**365**	**235**	**155.3**

Step 3: Assign a Core Subject Performance Level based on static cut points established based on ranked outcomes from the 2023–2024 school year and reestablished every three years. In the example in Step 2, the Core Subject Performance Index for this school is 155.3. Based on the static cut points for the All Students group shown in the example table below, the school is assigned an accountability level of 3.

Core Subject Performance Level Assignment

Core Subject Performance Index	Core Subject Performance Level
0 to 86.5	1
86.6 to 131.2	2
131.3 to 158.1	**3**
158.2 to 250	4

For the determination of the Core Subject Performance Level, separate sets of static cut points will be established for the All Students Group, Students with Disabilities, English Language Learner, and Economically Disadvantaged subgroups. One set of static cut points will be established for all racial/ethnic subgroups: American Indian or Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, Hispanic or Latino, Multiracial, and White. These static cut points were established based on ranked outcomes from the 2023–2024 school year and will be used for 2025–2026, 2026–2027, and 2027–2028 school year determinations. A new set of static cut points will be established for the three-year period beginning with 2028–2029 school year determinations. See the Appendix for the complete Core Subject Performance static cut points used for accountability determinations at the elementary/middle and high school levels beginning in the 2025–2026 school year.

Note: Weighted Average Achievement and Core Subject Performance Levels for subgroups in schools whose highest grade is 1 or 2 are determined using “feeder/eater” backmapping rules (see Question 32).

13. What assessments are used to determine elementary/middle level Weighted Average Achievement and Core Subject Performance Indices?

As approved by USDE, science assessments will be reintroduced in the determination of the Weighted Average Achievement Index and Core Subject Performance Index at the elementary/middle level beginning in the 2025–2026 school year based on 2024–2025 school year results.

At the elementary/middle level, the following assessments are used:

- the Grades 3–8 ELA and math tests and Grades 5 and 8 science tests;
- the New York State Alternative Assessment (NYSAA) in ELA, math, and science when the student is ungraded, age equivalent to Grades 3–8, reported with a disability, and the student's Committee on Special Education (CSE) determines the student is eligible to take the NYSAA in lieu of the statewide ELA, math, and science tests;
- a Regents math examination taken in lieu of the Grades 6, 7, and 8 math tests; and
- a Regents science examination taken in lieu of the Grade 8 Science test.

See Question 33 for more information on the use of assessment results for advanced middle school students for accountability calculations.

If more than one assessment is taken in the same grade/subject in the same reporting year, the following hierarchy is used to determine which results will be used when calculating the Weighted Average Achievement and Core Subject Performance Indices:

- **ELA:** 1) Statewide ELA test, 2) NYSAA
- **Math:** 1) Statewide math test, 2) Regents in lieu of statewide math test, 3) NYSAA
- **Science:** 1) Statewide science test, 2) Regents in lieu of statewide science test, 3) NYSAA

14. How are a Weighted Average Achievement Level and a Core Subject Performance Level determined at the high school level?

As approved by USDE, the Social Studies Performance Index will be reintroduced and weighted equally with science in the calculation of the Weighted Average Achievement Level and Core Subject Performance Level at the high school level beginning in the 2025–2026 school year based on 2024–2025 school year results.

A Weighted Average Achievement Level at the high school level is determined using the following multi-step process for each accountability subgroup:

Step 1: Calculate **ELA, Math, Science, and Social Studies Performance Indices** using the formula and denominator indicated below:

Formula: $\frac{(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)}{Denominator} * 100$

Denominator: Four-year cohort as of June 30th (students who entered Grade 9 in the same year and were enrolled in the school on BEDS Day of the reporting year and did not drop out or transfer to another district's or school's diploma-granting program prior to April 1st).

Example of High School Level Performance Indices

Subject	# of Students in Cohort	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	PI
ELA	**100**	10	20	30	40	180	**100**	**180**
Math	**100**	10	30	40	20	160	**100**	**160**
Science	**100**	40	30	20	10	95	**100**	**95**
Social Studies	**100**	25	25	25	25	137.5	**100**	**137.5**

Step 2: Using the Performance Indices from Step 1 calculate a **Weighted Average Achievement Index** using the following formula:

Weighted Average Achievement Index: $\frac{3(ELA\ PI)+3(Math\ PI)+2(Science\ PI)+2(Social\ Studies\ PI)}{10}$

Example of High School Level Weighted Average Achievement Index

Subject	PI	Weight	Weighted Value	Weighted Average Achievement Index
ELA	180	3	(180 × 3) = 540	1485 ÷ 10 = 148.5
Math	160	3	(160 × 3) = 480	
Science	95	2	(95 × 2) = 190	
Social Studies	137.5	2	(137.5 × 2) = 275	
		Denominator = 10	Numerator = 1485	**148.5**

If a school does not have sufficient results to compute a Performance Index for one or more of the subjects, the denominator is the sum of the weights for the subjects for which a Performance Index was computed. For example, the denominator would be 6 if the school had Performance Indices computed for ELA and math only.

Step 3: Rank schools based on their Weighted Average Achievement Index from Step 2. In Step 2 of this example, the Weighted Average Achievement Index for this school is 148.5. In the sample below, we call this school "School T." If New York State had 20 schools, Schools A through T, with Weighted Average Achievement Indices ranging from 28.4 to 240.5, School T would be ranked 10, as indicated in the example below.

Example of High School Level Weighted Average Achievement Index Ranking

School	Weighted Average Achievement Index	Rank
School J	28.4	1
School S	86.1	2
School D	99	3
School F	110.6	4
School G	110.2	5
School B	115.8	6
School A	125.1	7
School C	140.2	8
School R	140.7	9
School T	**148.5**	**10**
School N	160.6	11
School O	168.3	12
School I	170.8	13
School L	188.4	14
School Q	190.1	16
School K	190.5	15
School H	215	17
School E	220.2	18
School M	240.3	19
School P	240.5	20

Step 4: Assign a Weighted Average Achievement Level based on the statewide rank-based cut point system shown in the table below. In the case of School T, the rank is within the 10.1 to 50% range compared to the other 19 schools, so School T would receive a Level 2, as indicated below.

Weighted Average Achievement Level Assignment

Rank	Weighted Average Achievement Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Example of High School Level Weighted Average Achievement Level

School	Rank	Rank Range	Weighted Average Achievement Level
School J	1	10% or less	1
School S	2	10% or less	1
School D	3	10.1 to 50%	2
School F	4	10.1 to 50%	2
School G	5	10.1 to 50%	2
School B	6	10.1 to 50%	2
School A	7	10.1 to 50%	2
School C	8	10.1 to 50%	2
School R	9	10.1 to 50%	2
School T	**10**	**10.1 to 50%**	**2**
School N	11	50.1 to 75%	3
School O	12	50.1 to 75%	3
School I	13	50.1 to 75%	3
School L	14	50.1 to 75%	3
School K	15	50.1 to 75%	3
School Q	16	Greater than 75%	4
School H	17	Greater than 75%	4
School E	18	Greater than 75%	4
School M	19	Greater than 75%	4
School P	20	Greater than 75%	4

A Core Subject Performance Level at the high school level is determined using the following multi-step process for each accountability subgroup:

Step 1: Calculate **ELA, Math, Science, and Social Studies Performance Indices** using the formula and denominator indicated below:

Formula: $\frac{(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)}{Denominator} * 100$

Denominator: Students in the four-year cohort as of June 30th (students who entered Grade 9 in the same year and were enrolled in the school on BEDS Day of the reporting year and did not drop out or transfer to another district's or school's diploma-granting program prior to April 1st) and had a valid test score on an approved examination in the subject.

Example of High School Level Performance Indices Calculated for Core Subject Performance

Subject	# of Students in Cohort	Tested	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	PI
ELA	100	**60**	4	6	5	45	128.5	**60**	**214.2**
Math	100	**70**	1	5	8	56	161	**70**	**230**
Science	100	**80**	5	5	15	55	172.5	**80**	**215.6**
Social Studies	100	**80**	5	7	18	50	168	**80**	**210**

Step 2: Using the Performance Indices from Step 1 calculate a **Core Subject Performance Index** using the following formula:

Core Subject Performance Index: $\frac{3(ELA\ PI)+3(Math\ PI)+2(Science\ PI)+2(Social\ Studies\ PI)}{10}$

Example of High School Level Core Subject Performance Index

Subject	PI	Weight	Weighted Value	Core Subject Performance Index
ELA	214.2	3	(214.2 × 3) = 642.6	2183.8 ÷ 10 = 218.4
Math	230	3	(230 × 3) = 690	
Science	215.6	2	(215.6 × 2) = 431.2	
Social Studies	210	2	(210 × 2) = 420	
		Denominator = 10	Numerator = 2183.8	**218.4**

Step 3: Assign a Core Subject Performance Level based on static cut points established based on ranked outcomes from the 2023–2024 school year and reestablished every three years. In the example in Step 2, the Core Subject Performance Index for this school is 218.4. Based on the static cut points for the All Students group, for example, shown in the table below, the school is assigned an accountability level of 4.

Core Subject Performance Level Assignment

Core Subject Performance Index	Core Subject Performance Level
0 to 70	1
70.1 to 133.3	2
133.4 to 165.5	3
165.6 to 250	4

For the determination of the Core Subject Performance Level, separate sets of static cut points will be established for the All Students Group, Students with Disabilities, English Language Learner, and Economically Disadvantaged subgroups. One set of static cut points will be established for all racial/ethnic subgroups: American Indian or Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, Hispanic or Latino, Multiracial, and White. These static cut points were established based on ranked outcomes from the 2023–2024 school year and will be used for 2025–2026, 2026–2027, and 2027–2028 school year determinations. A new set of static cut points will be established for the three-year period beginning with 2028–2029 school year determinations. See the Appendix for the complete Core Subject Performance static cut points used for accountability determinations at the elementary/middle and high school levels beginning in the 2025–2026 school year.

Note: Students granted exemptions from diploma assessment requirements for major life events that do not have another assessment record with a valid score for that subject are counted as not tested and are included in the denominator for the Weighted Average Achievement indicator and are excluded from the Core Subject Performance indicator. For more information on exemptions from diploma assessment requirements for major life events, please see Question 18.

15. What assessments are used to determine high school level Weighted Average Achievement and Core Subject Performance Indices?

As approved by USDE, social studies assessments will be reintroduced in the calculation of the Weighted Achievement Index and Core Subject Performance Index at the high school level beginning in the 2025–2026 school year based on 2024–2025 school year results.

At the high school level, the following assessments are used:

- Regents examinations in ELA, math, science, and social studies;
- Approved Alternatives to Regents examinations in ELA, math, science, and social studies;

- NYSAA in ELA, math, and science at the high school level, if the student's Committee on Special Education (CSE) determines that the student is eligible to take the NYSAA in lieu of a Regents examination.

If a student takes multiple assessments in the same subject, the following hierarchy is used to determine which results will be used when calculating the Weighted Average Achievement and Core Subject Performance Indices:

1. Accountability Achievement Level 4 on a Regents examination;
2. Highest score on an Approved Alternative to Regents examination (Accountability Achievement Level 4);
3. Accountability Achievement Level 3 on a Regents examination;
4. Passing but not highest score on an Approved Alternative to Regents examination (Accountability Achievement Level 3);
5. Accountability Achievement Level 2 on a Regents examination;
6. Accountability Achievement Level 1 on a Regents examination;
7. Failing score on an Approved Alternative to Regents examination (Accountability Achievement Level 1);
8. NYSAA (highest accountability achievement level earned).

If a student took multiple Regents examinations in the same subject, the examination on which the student earned the highest accountability achievement level will be used. NYSAA will only be used if a student was reported as an ungraded student with a disability code and eligible to take the NYSAA and took no other assessment, at which point the highest accountability achievement level on the NYSAA will be used.

For more information on passing scores for approved alternatives to Regents examinations, please see the *School Administrator's Manual, Secondary Level Examinations*: http://www.nysed.gov/common/nysed/files/programs/state-assessment/approved-alternative-examinations.pdf.

The Blue Ribbon Commission on Graduation Measures has proposed phased changes to New York State's graduation requirements, with initial implementation planned for the 2025–2026 school year. These changes will not immediately impact the calculation of the Weighted Average Achievement or Core Subject Performance indicators, as the proposed implementation timeline has not yet been formally adopted by the Board of Regents. Until any recommendations are approved and formally adopted, the Department will continue to use current statewide assessments in ELA, math, science, and social studies at the high school level to measure student achievement.

See Question 18 for information about exemptions from diploma assessment requirements for major life events. See Question 26 for information regarding how student's scores on Regents examinations are converted to accountability achievement levels. See Question 34 for information about Military Compact Exemptions for students who are members of military families transferring from outside New York State.

16. How is a Student Growth Level determined?

After reporting Student Growth data in the Student Information Repository System (SIRS) 112 report for informational purposes only in the 2023–2024 and 2024–2025 school years, NYSED has reintroduced Student Growth as part of the accountability indicator roster for accountability determinations beginning in the 2025–2026 school year.

A Student Growth Level is determined for ELA and math for Grades 4–8 students for each accountability subgroup. Only students who are continuously enrolled and who took the test in the previous grade level in the prior school year and in the next sequential grade level in the current school year are included. For example, current year Grade 4 students who took the Grade 3 ELA test in the prior year and Grade 4 ELA test in the current year will be included in the growth calculation. Current year Grade 3 students will not be included in the growth calculation because there is no Grade 2 ELA or math test from which growth can be determined. The Grades 3–8 ELA and math tests are used to determine Student Growth. Grade 8 students who take the June administration of the Algebra I Regents examination in lieu of the Grade 8 math test are also included in the Student Growth indicator. Students who take Regents examinations in lieu of the Grade 6 or 7 math test and students who take the NYSAA in lieu of the Grades 3–8 ELA and math tests are not included in the Student Growth indicator.

A Student Growth Level is determined using the following multi-step process for each accountability subgroup:

Step 1: Calculate the ELA and Math Student Growth Percentiles (SGPs). Individual student growth is determined by comparing the score the student received in the current year to the scores of other students in the current year with similar test histories in prior years. The SGP indicates how that student compared to other students.

Step 2: Calculate the Mean Growth Percentile (MGP), or Growth Index, for each accountability subgroup with 20 or more ELA and math SGPs combined by adding one year of ELA SGPs and one year of math SGPs and then dividing this sum by the total number of SGPs.

Growth Index: $\frac{Sum\ of\ ELA\ SGPs + Sum\ of\ math\ SGPs}{Total\ number\ of\ ELA\ and\ math\ SGPs}$

Example of Student Growth Index

Student	ELA SGP	Math SGP	ELA + Math	Growth Index
A	68	62		
B	54	53		
C	71	69		
D	49	53		
E	88	85		
F	74	72		
G	57	56		1248 ÷ 20 = 62.4
H	42	44		
I	64	61		
J	61	65		
Sum	**628**	**620**	**1248**	
Number of SGPs	**10**	**10**	**20**	
				62.4

Step 3: Assign a Student Growth Level based on the Growth Index and the Student Growth Level static cut points established by the Department. In the example in Step 2, the Growth Index for this school is 62.4. Based on the static cut points shown in the table below, this subgroup is assigned an accountability level of 4.

Student Growth Level Assignment

Growth Index	Student Growth Level
45 or less	1
45.1 to 50	2
50.1 to 54	3
Greater than 54	**4**

17. How is a Graduation Rate Level determined?

Graduation Rate Levels are determined using "cohorts" of students who first enter Grade 9 anywhere in the same reporting year (July 1st–June 30th). Ungraded students not reported with a First Date of Entry into Grade 9 are included in the cohort in the reporting year in which they turn 17 years old using their reported date of birth. On June 30th, four, five, and six years after the students enter Grade 9 (or turn 17), the students are considered part of the **4-Year Graduation Rate Total Cohort**, the **5-Year Graduation Rate Total Cohort**, and the **6-Year Graduation Rate Total Cohort**, respectively. On August 31st, four, five, and six years after the students enter Grade 9 (or turn 17), the Department identifies students in the 4-Year, 5-Year, and 6-Year Graduation Rate Total Cohorts who earned a New York State diploma (either Regents or local). These students are counted as "graduates" when determining graduation rate. Dropouts are included in the graduation rate calculation as non-completers, as are students who receive a Career Development and Occupational Studies (CDOS) Commencement Credential or a Skills and Achievement Commencement Credential. Students who transfer to another school, are incarcerated, leave the country, or are deceased are excluded.

Step 1: The **Graduation Rate** is determined for each accountability subgroup by dividing the number of students in the cohort who earned a New York State diploma (either Regents or local) by August 31st by the number of students in the cohort as of June 30th. Because August graduation data are typically not available until October, which is two months into the school year, Graduation Rate accountability data are lagged by one year. For example, 2023–2024 school year Graduation Rate results are reported in the 2024–2025 school year, which are then used to determine the accountability support models for the 2025–2026 school year.

- The 4-year Graduation Rate is based on students enrolled on June 30, 2024, who entered Grade 9 in the 2020–2021 school year (the 2020 4-Year Graduation Rate Total Cohort) and graduated as of August 31, 2024.
- The 5-year Graduation Rate is based on students enrolled on June 30, 2024, who entered Grade 9 in the 2019–2020 school year (the 2019 5-Year Graduation Rate Total Cohort) and graduated as of August 31, 2024.
- The 6-year Graduation Rate is based on students enrolled on June 30, 2024, who entered Grade 9 in the 2018–2019 school year (the 2018 6-Year Graduation Rate Total Cohort) and graduated as of August 31, 2024.

Districts will be given the opportunity to use the most current year (non-lagged) Graduation Rate data to appeal an accountability determination.

A Graduation Rate is calculated for any cohort for which there are 20 or more student records by dividing the number of students in the cohort who earned a New York State diploma (Regents or local) by August 31st by the number of students in that cohort as of June 30th.

Graduation Rate: $\frac{\#\ of\ students\ who\ earned\ a\ Regents\ or\ local\ diploma\ by\ August\ 31st}{\#\ of\ students\ in\ the\ cohort\ as\ of\ June\ 30th} * 100$

Step 2: Calculate the unweighted average of the **4-Year, 5-Year, and 6-Year Graduation Rates**.

Example of High School Level Unweighted Average Graduation Rate

4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate	Unweighted Average Graduation Rate
67	66	79	(67 + 66 + 79) ÷ 3
			70.7

Step 3: Rank schools based on their Unweighted Graduation Rate from Step 2. The higher the rank, the better the performance. In the example in Step 2, the Unweighted Average Graduation Rate for School T is 70.7%. If New York State had 20 schools, Schools A through T, with Unweighted Average Graduation Rates ranging from 65% to 91.3%, School T would be ranked 4th, as indicated in the example below.

Example of High School Level
Unweighted Average Graduation Rate Ranking

School	Unweighted Average Graduation Rate	Rank
School J	65.0	1
School P	67.3	2
School O	70.3	3
School T	**70.7**	**4**
School D	73.0	5
School S	73.7	6
School K	76.0	7
School B	78.7	8
School R	79.0	9
School N	79.0	9
School L	79.3	11
School C	79.3	11
School E	84.0	13
School I	84.3	14
School A	84.7	15
School M	86.3	16
School F	88.3	17
School G	90.3	18
School Q	91.0	19
School H	91.3	20

Step 4: Assign a Graduation Rate Level based on where the school's rank fell in the table below. In the case of School T, the rank is within the 10.1 to 50% range compared to the other 19 schools, so School T receives a Level 2, as indicated below.

Graduation Rate Level Assignment

Rank	Graduation Rate Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Example of Graduation Rate Level

School	Rank	Rank Range	Graduation Rate Level
School J	1	10% or less	1
School P	2	10% or less	1
School O	3	10.1 to 50%	2
School T	4	**10.1 to 50%**	**2**
School D	5	10.1 to 50%	2
School S	6	10.1 to 50%	2
School K	7	10.1 to 50%	2
School B	8	10.1 to 50%	2
School R	9	10.1 to 50%	2
School N	9	10.1 to 50%	2
School L	11	50.1 to 75%	3
School C	11	50.1 to 75%	3
School E	13	50.1 to 75%	3
School I	14	50.1 to 75%	3
School A	15	50.1 to 75%	3
School M	16	Greater than 75%	4
School F	17	Greater than 75%	4
School G	18	Greater than 75%	4
School Q	19	Greater than 75%	4
School H	20	Greater than 75%	4

Schools accountable for the All Students group are rank ordered with all other schools accountable for the All Students group to determine outcomes for their All Students groups. The same ranking methodology is used for the Students with Disabilities, English Language Learner, and Economically Disadvantaged subgroups. However, ranking for racial/ethnic subgroups is done differently. All racial/ethnic subgroups for which a school is accountable are included in a single ranking file.

The Blue Ribbon Commission on Graduation Measures has proposed phased changes to New York State's graduation requirements, with initial implementation planned for the 2025–2026 school year. These changes will not immediately impact the calculation of the Graduation Rate indicator, as the proposed implementation timeline has not yet been formally adopted by the Board of Regents.

18. What are the eligibility conditions for exemptions from diploma assessment requirements for major life events?

Exemptions for major life events may be applied to any required diploma assessment, including Regents examinations, NYSED-approved Regents examinations alternatives, and NYSED-approved pathway assessments, with administration dates starting in the spring of 2025. A major life event includes any severe illnesses, medical conditions, or life-altering incidents that significantly impact or prevent a student's participation in a required diploma assessment. Examples include, but are not limited to, cancer treatment, hospitalization, death of a parent, or trauma related to deportation or detainment. Students must meet the following conditions to be eligible for exemptions for major life events:

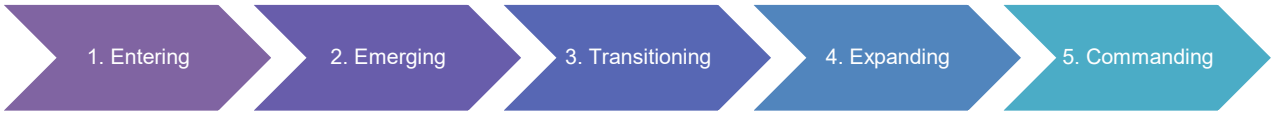
- Enrolled in a course of study or make-up program leading to a required diploma assessment, including Grade 8 accelerated coursework;
- Have met or exceeded the expected learning outcomes for the course of study; and

- Have had participation in the required diploma assessment significantly impacted and/or prevented due to the major life event.

An exemption for major life events may only be approved by the superintendent of a public school district or the principal, head of school, or their equivalent of a charter school or registered nonpublic school, as applicable. Once an exemption for major life events is approved for a specific diploma assessment requirement, the exemption remains with the student until graduation or when the student exits high school. For more information about exemption for major life events eligibility and the local approval process, please visit the NYSED Office of Standards and Instruction's Frequently Asked Questions about NYS Graduation Requirements webpage.

19. How is an English Language Proficiency Level (ELP) determined?

The ELP indicator is a measurement of English Language acquisition and proficiency of all English language learners (ELLs) demonstrated through the New York State English as a Second Language Achievement Test (NYSESLAT). All students identified as ELLs must take the NYSESLAT annually until they demonstrate English language proficiency. ELLs are encouraged to work towards reaching English proficiency within five years, enabling them to fully participate in their learning environments. Scale scores are converted to five performance levels, from lowest to highest, as seen below: Entering, Emerging, Transitioning, Expanding, and Commanding.



For each accountability subgroup at the elementary/middle and high school levels that meets the minimum n-size, an ELP Level is determined using the following multi-step process:

Step 1: Identify all continuously enrolled ELLs with valid NYSESLAT scores from the current reporting year. "Continuously enrolled" is defined as enrolled both on BEDS Day and at the end of the test administration period.

Step 2: Determine **ELLs' NYSESLAT levels in the initial year** of ELL identification.

Step 3: Determine **ELLs' NYSESLAT levels *and* NYSESLAT level quartiles** in the current reporting year and previous reporting year.

NYSESLAT scale scores for the Entering, Emerging, Transitioning, and Expanding performance levels are divided into approximately equal quartile ranges, with the exception of initial year NYSESLAT levels, which are always assigned to the first quartile of the level. These levels and quartiles are used in the Annual Progress and Safe Harbor methods for determining Sufficient Progress in Step 4.

For example, the table below shows the NYSESLAT scale score ranges for each performance level and for each quartile for Grade 9 students in the 2024–2025 school year. The Commanding level is not divided into quartiles because a student with a scale score in that range has demonstrated proficiency.

2024–2025 School Year Grade 9 NYSESLAT Scale Score Ranges by Performance Level/Quartiles

	Entering	Emerging	Transitioning	Expanding	Commanding
Full Range	**120–175**	**176–220**	**221–262**	**263–317**	**318–360**
Quartile 1	120–133	176–187	221–231	263–276	N/A
Quartile 2	134–147	187–198	232–241	277–290	
Quartile 3	148–161	198–209	242–251	290–303	
Quartile 4	162–175	209–220	252–262	304–317	

The Office of State Assessment annually publishes NYSESLAT scale score ranges for determining English Language Proficiency Levels. The most recent 2024–2025 school year report is available at: https://www.nysed.gov/sites/default/files/programs/state-assessment/memo-nyseslat-conversion-charts-2025.pdf

Step 4: Determine whether students demonstrated **Sufficient Progress** by meeting progress targets through one of the following three methods.

Method 1 – Exiting ELL Status: Exiting ELL Status examines whether a student has reached English language proficiency in one of two ways:

1) Scoring Commanding in the current year; or
2) Scoring Expanding *and*
    - For Grades 3–8, scoring 3 or above on the Grades 3-8 ELA assessment; or
    - For Grades 9–12, scoring 65 or above on the Regents ELA examination.

Method 2 – Annual Progress: Annual Progress examines the progress towards proficiency a student has made between the current and previous years using the Annual Progress Target Matrix seen below. The Annual Progress Target Matrix factors in the student's level in their initial year of ELL identification, the quartiles determined in Step 3, and the number of years the student has been an ELL.

Annual Progress Target Matrix for ELLs

Level Earned in the Initial Year of ELL Identification	Identified for 2 Years	Identified for 3 Years	Identified for 4 Years	Identified for 5 Years
Entering	1.25 progress points	1 progress point	1 progress point	0.75 progress points
Emerging	1.25 progress points	1 progress point	0.75 progress points	Off-Track 0.75 progress points
Transitioning	1 progress point	1 progress point	Off-Track 0.75 progress points	
Expanding	Required to score Commanding	Off-Track 0.75 progress points		

One quartile of progress counts as 0.25 progress points.

The following examples show how the Annual Progress Target Matrix is applied to determine Sufficient Progress. In the first example, a student is identified as an ELL for two years, so the initial year and previous year levels represent the same data point. In the table below, the "X" represents the student's performance in each year as measured by the level quartiles, with one quartile of progress equating to 0.25 progress points. The bracket represents the amount of progress the student must make according to the Annual Progress Target Matrix, which is 1.25 progress points for a second-year ELL whose initial level is Emerging. Because the student shows 1.25 progress points of growth between the current and initial year, the student meets the Annual Progress Target and demonstrates Sufficient Progress.

Example: Student in Second Year of Identification as ELL, Initial Level of Emerging

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A
Initial/Previous					**x**												
Current										**x**							

Expected Target: 1.25 progress points

In this second example, a student identified as an ELL for four years has an initial level of Emerging. In the second year of identification, the student met the expected target of 1.25 progress points. In the third year (or previous year) of ELL identification, the student grew 0.50 progress points and so did not meet the annual target of 1.00 progress points. For the current year, according to the Annual Progress Target Matrix, a fourth-year ELL whose initial level is Emerging must show 0.75 progress points of growth between the current year and previous year to demonstrate Sufficient Progress. Although the student did not meet their Annual Progress Target in the previous year, the student achieved 0.75 progress points and so meets their Annual Progress Target and demonstrates Sufficient Progress. Annual Progress Targets are independent; a student's past performance does not affect the current year's target.

Example: Student in Fourth Year of ELL Identification, Initial Performance Level of Emerging

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A
Initial					**x**												
Year 2										**x**							
Previous Year												**x**					
Current Year															**x**		

Expected Fourth Year Target: 0.75 progress points

Method 3 – Safe Harbor: Safe Harbor examines the totality of progress a student has made while identified as an ELL and credits students for that growth towards proficiency. This method compares a student's performance in the current reporting year to the student's performance from the initial year of ELL identification and then uses the Safe Harbor Target Matrix below to determine if the student has met their Safe Harbor Target.

Safe Harbor Target Matrix for ELLs

NYSESLAT Level Earned in the Initial Year of ELL Identification	Identified for 2 Years	Identified for 3 Years	Identified for 4 Years	Identified for 5 Years
Entering	1.25 progress points	2.25 progress points	3.25 progress points	Required to score Commanding
Emerging	1.25 progress points	2.25 progress points	Required to score Commanding	Off-Track Required to score Commanding
Transitioning	1 progress point	Required to score Commanding		
Expanding	Required to score Commanding			

The table below shows each year's Safe Harbor Targets for a student whose initial year performance level was Entering. The "X" represents the student's performance in each year,

and the grey bar represents the amount of progress the student must make in that year based on initial year performance.

Safe Harbor Targets for Students Scoring Entering in Initial Year as an ELL

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A
Initial	x																
Year 2		1.25 progress points required x															
Year 3		2.25 progress points required in Year 2 & 3 combined x															
Year 4		3.25 progress points required in Years 2, 3, & 4 combined x															
Year 5		Required to score Commanding x															

This student is required to score in the second quartile of Emerging in their second year to make Sufficient Progress via Safe Harbor. If this student did not meet the Safe Harbor Target in Year 2, that does not preclude them from meeting their Safe Harbor Target in Year 3 if their NYSESLAT scale score meets or exceeds the second quartile of Transitioning.

The example below shows the Safe Harbor Targets for a student scoring Transitioning in the student's initial year of ELL identification. The "X" represents the student's performance in each year, and the grey bar represents the amount of progress the student must make in that year based on initial year performance.

Example: Safe Harbor Targets for Students Scoring Transitioning in Initial Year as an ELL

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A
Initial									x								
Year 2										1 progress point required x							
Year 3														2 progress points required in Years 2 & 3 combined x			
Year 4	N/A																
Year 5	N/A																

In Year 2, this student must make one progress point from the initial year, which equates to the first quartile of Expanding. In Year 3, the student in this example must make two total progress points from the initial year equating to a score of Commanding.

Step 5: Determine the **Progress Rate** by first summing the number of continuously enrolled students who made Sufficient Progress through either Method 1, 2, or 3 and then dividing by the number of continuously enrolled tested students. The Progress Rate represents the actual percentage of students demonstrating Sufficient Progress.

Progress Rate: $\frac{Number\ of\ continuously\ enrolled\ ELLs\ who\ demonstrated\ Sufficient\ Progress}{Number\ of\ continuously\ enrolled\ tested\ ELLs}$

The example below shows the Progress Rate calculation for a school with 10 students identified as ELLs.

Example: Progress Rate Calculation

Student	Level Earned in Initial Year of ELL Identification	Number of Years in ELL Status	Made Sufficient Progress	Contribution to Progress Rate Calculation
1	Entering	2	Yes	1
2	Entering	2	Yes	1
3	Entering	2	Yes	1
4	Entering	2	Yes	1
5	Entering	2	No	0
6	Entering	2	No	0
7	Entering	3	Yes	1
8	Entering	3	No	0
9	Entering	3	No	0
10	Entering	3	No	0
Number of ELLs Making Sufficient Progress			**5**	
Total ELL Count			**10**	
Progress Rate			5 ÷ 10 = **0.50**	

Five out of 10 students made Sufficient Progress, and therefore the Progress Rate is calculated as 0.50 (5 ÷ 10 = 0.50) for this school.

Step 6: Determine the probability of a student making progress based on statewide comparison of similar students' outcomes using the current NYSESLAT level, the NYSESLAT level from the initial year of ELL identification, the number of years the student has been in ELL status, and availability of previous year testing data. Probabilities are calculated annually based on that year's outcomes by comparing the number of ELLs that made Sufficient Progress to the total number of ELLs within that grouping of similar students.

Probability of Making Sufficient Progress: $\frac{Sum\ of\ students\ demonstrating\ Sufficient\ Progress}{Number\ of\ similar\ students}$

The example below shows various groupings of students identified by initial level and the number of years identified as ELLs and presents example Probabilities of Making Sufficient Progress that have been generated specifically for demonstration purposes within this document.

Example: Probability that ELLs Demonstrate Sufficient Progress

Level in Initial Year of ELL Identification	# of Years in ELL Status	Example Probability
Entering	2	0.76
	3	0.62
	4	0.44
	5	0.39
Emerging	2	0.58
	3	0.49
	4	0.42
Transitioning	2	0.54
	3	0.42
Expanding	2	0.25
Commanding	1	1.00[1]

Probabilities are calculated annually regardless of the number of years in ELL status. The above table only presents example probabilities for the first five years of ELL identification.

Step 7: Calculate the **Benchmark** by first summing the Probabilities of Making Sufficient Progress for all continuously enrolled tested ELLs and then dividing by the number of continuously enrolled tested ELLs. The Benchmark represents the amount of progress a given accountability subgroup is expected to make based on the performance of similar students statewide.

Benchmark: $\frac{Sum\ of\ Probabilities\ of\ Making\ Sufficient\ Progress}{Number\ of\ continuously\ enrolled\ tested\ ELLs}$

The example below shows the Benchmark calculation for a school with 10 students identified as ELLs using the example probabilities from Step 6.

Example: Benchmarks for a School with 10 ELLs

Student	Level in Initial Year of ELL Identification	Number of Years in ELL Status	Made Sufficient Progress	Contribution to Progress Rate Calculation	Example Probability
1	Entering	2	Yes	1	0.76
2	Entering	2	Yes	1	0.76
3	Entering	2	Yes	1	0.76
4	Entering	2	Yes	1	0.76
5	Entering	2	No	0	0.76
6	Entering	3	No	0	0.62
7	Entering	3	Yes	1	0.62
8	Entering	3	No	0	0.62
9	Entering	3	No	0	0.62
10	Entering	3	No	0	0.62
Sum			**5**	**6.90**	
Total ELL Count			**10**	**10**	
Progress Rate = 5 ÷ 10 = **0.50**			**Benchmark** = 6.90 ÷ 10 = **0.69**		

[1] The 1.00 probability reflects that students who score Commanding in Year 1, by definition, exit ELL status. For more information about the rules applied to these students, see the notes on Students in Year 1.

For the 10 ELLs in this school, the sum of individual Probabilities of Making Sufficient Progress is 6.90. Therefore, the Benchmark is calculated as 0.69 (6.90 ÷ 10 = 0.69).

Step 8: Determine the **Success Ratio** by dividing the Progress Rate, or calculated progress shown, by the Benchmark, or expected progress to be shown. A Success Ratio of 1 would mean that exactly as much progress was made by an accountability subgroup as was expected.

Success Ratio: $\frac{Progress\ Rate}{Benchmark}$

Based on the examples used in Steps 5 and 7, the Benchmark is 0.69 and the Progress Rate is 0.50. Therefore, the Success Ratio = 0.50 ÷ 0.69 = 0.72.

Step 9: Assign an **ELP Level** based on the computed Success Ratio meeting the Success Ratio cut points established by the Department seen below.

ELP Level Assignment

Success Ratio	ELP Accountability Level
0.49 or less	1
0.50 to 0.99	**2**
1.0 to 1.24	3
Greater than 1.24	4

In the case of this example, the Success Ratio is 0.72, so the ELP Level is 2.

The following descriptions apply to students with the following circumstances:

- Students in Year 1
- Students that are considered Off-Track and Long-Term ELLs
- Students with missing data

Students in Year 1: Because first-year ELLs do not have an immediate previous year or initial level, they cannot demonstrate Sufficient Progress through the Annual Progress or Safe Harbor methods. However, first-year ELLs may meet the criteria to exit ELL status to demonstrate Sufficient Progress. Students that exit ELL status in their initial year of identification are weighted at 1.25 in the numerator of the Progress Rate calculation. Students who do not exit ELL status in their initial year of identification are excluded from the ELP calculation.

In the example seen in the table below, four students were in their first year of ELL identification. Two of four of these students scored Commanding, meeting the criteria to exit ELL status. The other two students did not score Commanding or meet the criteria to exit ELL status.

Example: Calculating Progress with Year 1 ELLs

Student	Level in Initial Year of ELL Identification	Number of Years in ELL Status	Made Sufficient Progress	Contribution to Progress Rate Calculation	Example Probability
1	Entering	2	Yes	1	0.76
2	Entering	2	Yes	1	0.76
3	Entering	2	No	0	0.76
4	Entering	2	No	0	0.76
5	Entering	3	No	0	0.62
6	Entering	3	No	0	0.62
7	Entering	**1**	--	--	--
8	Emerging	**1**	--	--	--
9	Commanding	**1**	**Yes**	**1.25**	**1.00**
10	Commanding	**1**	**Yes**	**1.25**	**1.00**
Sum			**4.5**		**6.28**
Total ELL Count			**8**		**8**
Progress Rate = 4.5 ÷ 8 = **0.56**			**Benchmark** = 6.28 ÷ 8 = **0.79**		

The two first-year ELLs who did not score Commanding do not contribute to the Benchmark and subsequently Progress Rate calculations, as there is no expectation for first-year ELLs to achieve proficiency. The two first-year ELLs who did score Commanding each contribute 1.25 points to the Benchmark calculation, as they have exceeded expectations. The inclusion of these two students who exited ELL status in their first year of identification makes the Progress Rate 0.56 (4.50 ÷ 8, where 4.50 is the sum of the students demonstrating Sufficient Progress and 8 is the number of continuously enrolled students). The Success Ratio is then calculated as normal by dividing the Progress Rate by the Benchmark. The Success Ratio here is 0.56 ÷ 0.79 = 0.71, resulting in an ELP Level of 2.

Off-Track and Long-Term ELLs: ELLs are expected to reach proficiency within five years. A student is considered Off-Track under *one* of the following conditions:

1) The student achieved an initial level of “Entering” and has maintained ELL status for more than five years;
2) The student achieved an initial level of “Emerging” and has maintained ELL status for more than four years;
3) The student achieved an initial level of “Transitioning” and has maintained ELL status for more than three years; or
4) The student achieved an initial level of “Expanding” and has maintained ELL status for more than two years.

Any student identified as an ELL for six or more years is classified as a Long-Term ELLs and is Off-Track. These students are required to either meet an Annual Progress Target of 0.75 points or exit ELL status via Method 1 from Step 4.

Students with Missing Data: A student must always have a current year level to determine whether that student demonstrated Sufficient Progress by meeting their progress targets via any of the three methods. Any student missing a current year level will be excluded from all calculations.

To determine whether an individual student has demonstrated Sufficient Progress via either Method 2 or 3, levels from additional years are required.

Information Required (Req'd) to Determine if Students Make Sufficient Progress by Method

	Year 1			Years 2–4			Years 5 or more		
	Current Year Level	Previous Year Level	Initial Year Level	Current Year Level	Previous Year Level	Initial Year Level	Current Year Level	Previous Year Level	Initial Year Level
Method 1 Exiting ELL Status	Req'd			Req'd			Req'd		
Method 2 Annual Progress	**Not applicable**			Req'd	Req'd	Req'd	Req'd	Req'd	
Method 3 Safe Harbor	**Not applicable**			Req'd		Req'd	**Not applicable**		

An Annual Progress determination always requires a previous year level. A Safe Harbor determination always requires an initial year level.

For a student identified as an ELL for three or more years who has a current year level and an initial year level, but not a previous year level, Method 1 – Exiting ELL Status and Method 3 – Safe Harbor can be used to determine whether the student demonstrated Sufficient Progress.

For a student identified as an ELL for two or more years who is missing an initial year level, the student can demonstrate Sufficient Progress only by Method 1 – Exiting ELL Status. This is because an initial year level is required to determine Annual Progress and Safe Harbor targets.

For a student identified for five or more years and who is missing an initial year level, Method 2 – Annual Progress may be used, because all Long-Term ELLs have the same Annual Progress Target, 0.75 progress points, regardless of number of years identified.

For more information on ELL identification and services, visit NYSED's Office of Bilingual Education and World Languages webpage: https://www.nysed.gov/bilingual-ed.

20. How is an Attendance Level determined?

At the elementary/middle level, an Attendance Level is calculated for Grades 1–8 and ungraded age-equivalent students. At the high school level, an Attendance Level is calculated for Grades 9–12 and ungraded age-equivalent students. At both levels, an Attendance Level is calculated for each accountability subgroup with 20 or more student records.

Step 1: Assign **student attendance rate levels** from Level 1 to Level 4 for all students in Grades 1–8 at the elementary/middle level and Grades 9–12 at the high school level who are enrolled in a school for at least 30 cumulative instructional days and in attendance for at least one of those days based on the percentage of instructional days attended using the table below. Suspensions are not counted as excused or unexcused absences, as instruction remains a requirement for students during their suspension period, unless a student is absent on a day during the suspension period. Students with missing attendance data are assigned a student attendance rate level of 1.

Student Attendance Rate Level Assignment

Percentage of Instructional Days Attended	Student Attendance Rate Level
85% or less	1
85.1 to 90%	2
90.1 to 95%	3
Greater than 95%	4

In the example below, School T has 100 students in its All Students group that have been enrolled for 30 or more cumulative instructional days and have been in attendance for one of those instructional days. The table below indicates the student attendance rate levels of School T's All Students group based on the percentage of instructional days attended.

Example of Student Attendance Rate Level Assignment

Number of Students at Level 1	Number of Students at Level 2	Number of Students at Level 3	Number of Students at Level 4
10	25	35	30

Note: Schools that failed to report attendance data for the 2024–2025 school year are assigned a Level 1 for all subgroups that meet the minimum n-size criterion.

Step 2: Calculate the Attendance Index based on student attendance rate levels using the following formula and denominator indicated below:

Attendance Index: $\frac{(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)}{Denominator} * 100$

Denominator: Number of students enrolled 30 or more cumulative instructional days and in attendance for at least one of those instructional days.

Example of Attendance Index

Student Attendance Rate Level	Number of Students	Weight	Weighted Value	Attendance Index
Level 1	10	-	-	(170 ÷ 100) x 100 = 170
Level 2	25	1	(25 × 1) = 25	
Level 3	35	2	(35 × 2) = 70	
Level 4	30	2.5	(30 × 2.5) = 75	
Denominator = 100			Numerator = 170	**170**

Using the example student attendance rate levels from Step 1, the Attendance Index for School T's All Students group is 170.

Step 3: Assign an Attendance Level based on static cut points established based on ranked outcomes from the 2023–2024 school year and reestablished every three years. In this example, School T's All Students group's Attendance Index is 170. Based on the static cut points for the All Students group shown in the example table below, School T's All Students group is assigned an accountability level of 2.

Attendance Level Assignment

Attendance Index	Attendance Level
0 to 133.5	1
133.6 to 191	**2**
191.1 to 208	3
208.1 to 250	4

For the determination of the Attendance Level, a set of static cut points is established for the All Students group and the following accountability subgroups: Students with Disabilities, English language learners, and Economically Disadvantaged. Another set of static cut points is established for the racial/ethnic subgroups: American Indian or Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, Hispanic or Latino, Multiracial, and White. These static cut points were established based on ranked outcomes from the 2023–2024 school year and will be used for 2025–2026, 2026–2027, and 2027–2028 school year determinations. A new set of static cut points will be established for the three-year period beginning with 2028–2029 school year determinations. See the Appendix for the complete Attendance indicator static cut points at the elementary/middle and high school levels used for accountability determinations beginning in the 2025–2026 school year.

21. How is a College, Career, and Civic Readiness (CCCR) Level determined?

After reporting CCCR data in the Student Information Repository System (SIRS) 108 report for informational purposes only in the 2023–2024 and 2024–2025 school years, NYSED has reintroduced CCCR as part of the accountability indicator roster for accountability determinations beginning in the 2025–2026 school year.

The CCCR indicator uses diplomas, credentials, advanced course credits and enrollment, Career and Technical Education (CTE) endorsements, and indicators such as a Seal of Biliteracy or participation in a Smart Scholars program to determine how a school is preparing its students to be ready for college, careers, and civic engagement once the students leave the school. For each accountability subgroup, a CCCR Index, which ranges from 0 to 200, is calculated by awarding extra credit for students who demonstrate higher levels of readiness as well as partial credit for students who complete a High School Equivalency (HSE) certificate. The formula for computing the CCCR Index is as follows:

CCCR Index: $\frac{Numerator}{Denominator} * 100$

Denominator: The number of students in the 4-year cohort as of June 30th of the reporting year, plus the number of students not in the cohort but who in the current reporting year were reported with a Regents diploma with a Seal of Biliteracy.

Numerator: The sum of the number of students in the denominator demonstrating success on each of the specific readiness measures multiplied by the weighting assigned to each of these measures in accordance with the table below.

Note: Students (a) whose last enrollment in the school was in the current reporting year or one of the two previous reporting years, and (b) who earned an HSE in the current reporting year or one of the previous two reporting years and did not have that HSE count toward the CCCR Index in a previous year are included in the numerator of CCCR Index calculations with a weight of 0.5 but are not included in the denominator of the calculation, even if they were members of the cohort.

CCCR Readiness Measures and their Weights

Readiness Measures	Weight
Regents Diploma with Advanced Designation Regents or Local Diploma with CTE Endorsement Cohort Regents Diploma with Seal of Biliteracy Annual Regents Diploma with Seal of Biliteracy Regents Diploma and score of 3 or higher on an Advanced Placement (AP) exam Regents Diploma and a score of 4 or higher on International Baccalaureate (IB) exam P-Tech Program and fulfilled all requirements for a Regents Diploma Regents Diploma with Smart Scholars program Regents Diploma with Smart Transfer Early College Regents Diploma with Seal of Civic Readiness Regents Diploma and high school credit through participation in dual enrollment (in high school and accredited college) course Skills and Achievement Commencement Credential with an average score of 4 on the New York State Alternate Assessment (NYSAA) in language arts, math, and science	2.0
Regents Diploma and high school credit earned through participation in an AP or IB course Regents Diploma with Career Development and Occupational Studies (CDOS) Credential Skills and Achievement Commencement Credential with an average score of 3 on the NYSAA in language arts, math, and science	1.5
Regents Diploma Local Diploma Skills and Achievement Commencement Credential with an average score of 2 on the NYSAA in language arts, math, and science	1.0
High School Equivalency Diploma (included in numerator only) CDOS Credential	0.5
No High School or High School Equivalency Diploma	0

Step 1: Rank schools based on their CCCR Indices. In the example below, the CCCR Index for School C is 167.8. If New York State had 20 schools, Schools A through T, with CCCR Indices ranging from 65 to 196.3, School C would be ranked 12.

Example of CCCR Index Ranking

School	CCCR Index	Rank
School J	65.0	1
School P	94.4	2
School O	101.5	3
School T	123.7	4
School D	130.0	5
School S	135.2	6
School K	143.3	7
School B	150.8	8
School R	155.0	9
School N	162.1	10
School L	166.0	11
School C	**167.8**	**12**
School E	169.2	13
School I	171.5	14
School A	174.9	15
School M	181.9	16
School F	182.6	17
School G	189.5	18
School Q	193.2	19
School H	196.3	20

Step 2: Assign a CCCR Level based on the statewide rank-based cut point system shown below. For School C, the rank is within the 50.1 to 75% range, so School C would receive a CCCR Level of 3, as indicated below.

CCCR Level Assignment

Rank	CCCR Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Example of CCCR Level

School	Rank	Rank Range	CCCR Level
School J	1	10% or less	1
School P	2	10% or less	1
School O	3	10.1 to 50%	2
School T	4	10.1 to 50%	2
School D	5	10.1 to 50%	2
School S	6	10.1 to 50%	2
School K	7	10.1 to 50%	2
School B	8	10.1 to 50%	2
School R	9	10.1 to 50%	2
School N	10	10.1 to 50%	2
School L	11	50.1 to 75%	3
School C	**12**	**50.1 to 75%**	**3**
School E	13	50.1 to 75%	3
School I	14	50.1 to 75%	3
School A	15	50.1 to 75%	3
School M	16	Greater than 75%	4
School F	17	Greater than 75%	4
School G	18	Greater than 75%	4
School Q	19	Greater than 75%	4
School H	20	Greater than 75%	4

Schools accountable for the All Students group are rank ordered with all other schools accountable for the All Students group to determine an outcome for their All Students groups. The same ranking methodology is used for the Students with Disabilities, English Language Learner, and Economically Disadvantaged subgroups. However, ranking for racial/ethnic subgroups is done differently. All racial/ethnic subgroups for which a school is accountable are included in a single ranking file.

The Blue Ribbon Commission on Graduation Measures has proposed phased changes to New York State's graduation requirements, with initial implementation planned for the 2025–2026 school year. These changes will not immediately impact the calculation of the CCCR indicator, as the proposed implementation timeline has not yet been formally adopted by the Board of Regents.

Accountability Data Business Rules

22. How many records must be in a subgroup for a school to be accountable for that subgroup for an indicator?

For a school to be accountable for a particular subgroup in relation to an accountability indicator, the typical minimum number of records within that subgroup is 20. Note that only single-year data are used in these calculations. See the table below.

Number of Records Required for a School to be Accountable for a Subgroup	
Indicator	**Elementary/Middle Weighted Average Achievement**
Student Cohort	Greater of a) continuously enrolled tested students or b) 95% of continuously enrolled tested and not tested students in Grades 3–8 English language arts (ELA), math, and science.
N-Size	20
Application	**Former English Language Learners (ELLs):** Former ELLs are included in the ELL subgroup in the current year if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs. **Former Students with Disabilities:** Former Students with Disabilities are added to the Students with Disabilities subgroup in the current year if the number of Students with Disabilities in the current year is ≥ 20. **Group Size:** If the sum of the greater of a) continuously enrolled tested students or b) 95% of continuously enrolled tested and not tested students in a subgroup in Grades 3–8 ELA, math, and science is ≥ 20, a Weighted Average Achievement Index will be calculated and used for accountability support model determinations.
Indicator	**Elementary/Middle Core Subject Performance**
Student Cohort	Continuously enrolled tested students in Grades 3–8 ELA, math, and science.
N-Size	20
Application	**Former ELLs:** Former ELLs are included in the ELL subgroup in the current year if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs. **Former Students with Disabilities:** Former Students with Disabilities are added to the Students with Disabilities subgroup in the current year if the number of Students with Disabilities in the current year is ≥ 20. **Group Size:** If the sum of continuously enrolled tested students in a subgroup in Grades 3–8 ELA, math, and science is ≥ 20, a Core Subject Performance Index will be calculated for the subgroup and used for accountability support model determinations.
Indicator	**Elementary/Middle Student Growth**
Student Cohort	Continuously enrolled tested students in Grades 4–8 ELA and math.
N-Size	20
Application	**Former ELLs:** Former ELLs are included in the ELL subgroup in the current year if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs. **Former Students with Disabilities:** Former Students with Disabilities are added to the Students with Disabilities subgroup in the current year if the number of Students with Disabilities in the current year is ≥ 20. **Group Size:** If the sum of students in the Student Growth cohort in a subgroup in ELA and math is ≥ 20, a Student Growth Index will be calculated for the subgroup and used for accountability support model determinations.

Indicator	High School Weighted Average Achievement
Student Cohort	4-Year Accountability Cohort as of June 30th of the current reporting year in ELA, math, science, and social studies.
N-Size	20
Application	**Former ELLs:** Former ELLs are included in the ELL subgroup in the current year if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs. **Former Students with Disabilities:** Former Students with Disabilities are added to the Students with Disabilities subgroup in the current year if the number of Students with Disabilities in the current year is ≥ 20. **Group Size:** If the sum of students in the Weighted Average Achievement cohort in a subgroup in ELA, math, science, and social studies is ≥ 20, a Weighted Average Achievement Index will be calculated for the subgroup and used for accountability support model determinations.
Indicator	**High School Core Subject Performance**
Student Cohort	4-Year Accountability Cohort as of June 30th of the current reporting year in ELA, math, science, and social studies with valid scores on an assessment.
N-Size	20
Application	**Former ELLs:** Former ELLs are included in the ELL subgroup in the current year if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs. **Former Students with Disabilities:** Former Students with Disabilities are added to the Students with Disabilities subgroup in the current year if the number of Students with Disabilities in the current year is ≥ 20. **Group Size:** If the sum of students in the Core Subject Performance cohort in a subgroup in ELA, math, science, and social studies is ≥ 20, a Core Subject Performance Index will be calculated for the subgroup and used for accountability support model determinations.
Indicator	**Graduation Rate**
Student Cohort	**4-Year, 5-Year, and 6-Year Graduation Rate Cohorts:** Graduation rate cohort membership is captured as of June 30th of the year prior to the reporting year. Graduation data are captured as of August 31st of the year prior to the reporting year (prior year = "lagged" year).
N-Size	20
Application	**Former ELLs:** Former ELLs are added to the number of students in the cohort (4-, 5-, or 6-year) in the ELL subgroup in the current year if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs. **Former Students with Disabilities:** Former Students with Disabilities in the cohort (4-, 5-, or 6-year) are added to the Students with Disabilities subgroup in the current year if the number of Students with Disabilities in the current year is ≥ 20. **Group Size:** If the number of students in an individual 4-, 5-, or 6-year Graduation Rate Cohort for a subgroup is ≥ 20, Graduation Rate is calculated for that cohort for that subgroup and used for accountability support model determinations. A school may have ≥ 20 for some cohorts but not others. Graduation Rates are calculated only for the cohorts that have ≥ 20 students in them.
Indicator	**English Language Proficiency (ELP)**
Student Cohort	Continuously enrolled ELLs who have a valid New York State English as a Second Language Test (NYSESLAT) score for (a) the current year and (b) the prior year and/or initial year of ELL identification, plus any ELL whose score on the

	NYSESLAT qualifies them to exit ELL status, including ELLs in their first year of identification.
N-Size	20
Application	If the number of students in the ELP cohort (see above) for a subgroup is ≥ 20, an ELP Level is determined for that subgroup and is used for accountability support model determinations.
Indicator	**Attendance**
Student Cohort	Students enrolled in a school for at least 30 cumulative instructional days and in attendance for at least one of those days. (Elementary/middle level includes students in Grades 1–8 and ungraded age equivalent, and high school includes students in Grades 9–12 and ungraded age equivalent.)
N-Size	20
Application	**Former ELLs:** Former ELLs are added to the ELL subgroup in the current year if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs. **Former Students with Disabilities:** Former Students with Disabilities are added to the Students with Disabilities subgroup in the current year if the number of Students with Disabilities in the current year is ≥ 20. **Group Size:** If the number of students in the Attendance cohort for a subgroup is ≥ 20, an Attendance Level is determined for that subgroup and is used to make accountability support model determinations.
Indicator	**College, Career, and Civic Readiness (CCCR)**
Student Cohort	4-year graduation rate cohort as of June 30th of the reporting year and students who are not in the cohort who obtained a Regents Diploma and a Seal of Biliteracy.
N-Size	20
Application	**Former ELLs:** Former ELLs are added to the ELL subgroup in the current year if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs. **Former Students with Disabilities:** Former Students with Disabilities are added to the Students with Disabilities subgroup in the current year if the number of Students with Disabilities in the current year is ≥ 20. **Group Size:** If the number of students in the 4-year graduation rate cohort for a subgroup is ≥ 20, a CCCR Index is determined for that subgroup and is used to make accountability support model determinations.
Indicator	**Elementary/Middle Participation Rate**
Student Cohort	Students enrolled during the testing period for elementary/middle level ELA and math.
N-Size	40
Application	**Elementary/middle level ELA and elementary/middle level math participation rates are calculated separately.** If the number of students enrolled during the test administration period in the current reporting year in a subgroup is ≥ 40, a participation rate is calculated for the subgroup. If the number of students enrolled during the test administration period in the current reporting year in the subgroup is < 40, no participation rate is calculated for the subgroup.
Indicator	**High School Participation Rate**
Student Cohort	12th Graders
N-Size	40
Application	**High school level ELA and high school level math participation rates are calculated separately.**

	If the number of 12th grade students in the current reporting year in a subgroup is ≥ 40, a participation rate is calculated for the subgroup. If the number of 12th grade students in the current reporting year in the subgroup is < 40, no participation rate is calculated for the subgroup.

23. What conditions are used to determine in which accountability subgroups a student is included?

Economically Disadvantaged: For elementary/middle level indicators, a student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Supplemental Nutrition Assistance Program (SNAP); Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as economically disadvantaged, all students from that household may be identified as economically disadvantaged.

For high school level indicators, a student whose last enrollment record indicates that the student was economically disadvantaged is included in the Economically Disadvantaged subgroup.

English Language Learners: For elementary/middle level indicators, a student who at any time during the current reporting year was reported as an ELL is included in the ELL subgroup. Former ELLs, defined as students who are not ELLs in the current reporting year but were ELLs in one or more of the previous four reporting years, are added to the number of students in the ELL subgroup if the number of former ELLs in the current reporting year is less than 50% of the sum of current reporting year ELLs and former ELLs.

For high school level indicators, a student whose last enrollment record indicates that the student was an ELL is included in the ELL subgroup. Former ELLs are added to the number of students in the ELL subgroup in the current reporting year if the number of former ELLs in the current year is less than 50% of the sum of current reporting year ELLs and former ELLs.

Race/Ethnicity: For elementary/middle level and high school level indicators, the racial/ethnic group associated with a student's last enrollment record is used to determine in which racial/ethnic subgroup they are included.

Students with Disabilities: For elementary/middle level indicators, a student who at any time during the current reporting year was a student with a disability is included in the Students with Disabilities subgroup. Former Students with Disabilities, defined as students who are not classified as students with disabilities in the current reporting year but were classified as students with disabilities in one or more of the previous two reporting years, are added to the Students with Disabilities subgroup in the current reporting year if the number of students with disabilities in the current reporting year is ≥ 20.

For high school level indicators that use cohorts, a student whose last enrollment record indicated that the student was a student with a disability is included in the Students with Disabilities subgroup. Former students with disabilities are added to the Students with Disabilities subgroup if the number of students with disabilities in the cohort is ≥ 20.

24. What data are suppressed to protect student confidentiality?

Outcomes for subgroups for which a school is not accountable due to the small size of the number of records in the subgroup will not be displayed. The number of records for the subgroups, when the number is greater than zero but less than the minimum size to make a valid and reliable accountability determination, will be displayed. However, the outcomes, indices, rates, and indicator levels will not be displayed to protect student confidentiality. For more information on the number of records required for a school to be accountable for a subgroup and for data to be displayed, please see Question 22.

25. How are accountability achievement levels determined at the elementary/middle level?

The table below shows how scale score ranges are converted to accountability achievement levels at the elementary/middle level.

Elementary/Middle Level Assessment Accountability Achievement Level Assignment

Assessment	Level	Score
Grades 3–8 ELA and math tests and Grade 5 and 8 science tests	Level 1 Level 2 Level 3 Level 4	Cut points for levels change each year and are available at http://www.p12.nysed.gov/irs/ela-math/
Regents examinations in math taken in lieu of Grades 6, 7, and 8 math tests and in science taken in lieu of Grade 8 science test	Level 1 Level 2 Level 3 Level 4	Cut points for levels may change from year to year and are available in the Standard Achieved Codes section of the Student Information Repository System (SIRS) Manuals at https://www.nysed.gov/information-reporting-services/student-information-repository-system-sirs-guidance. See also Question 26.
New York State Alternate Assessments (NYSAA) in ELA, math, and science	Level 1 Level 2 Level 3 Level 4	Level 1 Level 2 Level 3 Level 4

26. How are accountability achievement levels determined at the high school level?

The table below shows how scale score ranges are converted to accountability achievement levels at the high school level. For more information, see the 2024–2025 SIRS Guidance found here: https://www.p12.nysed.gov/irs/sirs/home.html. The following table has been adapted from the 2024–2025 SIRS Manual.

High School Level Assessment Accountability Achievement Level Assignment

Assessment	Level 1	Level 2	Level 3	Level 4
Regents Examinations				
Algebra I	0–64	65–74	75–84	85–100
Algebra II	0–64	65–77	78–84	85–100
Chemistry	0–54	55–64	65–84	85–100
Earth and Space Sciences	0–64	65–76	77–84	85–100
Earth Science	0–54	55–64	65–84	85–100
ELA	0–64	65–78	79–84	85–100
Geometry	0–64	65–79	80–84	85–100
Life Science: Biology	0–64	65–75	76–84	85–100

Assessment	Level 1	Level 2	Level 3	Level 4
Living Environment	0–54	55–64	65–84	85–100
NF Global	0-64	65–78	79–84	85–100
Physics	0–54	55–64	65–84	85–100
US History & Gov't	0–64	65–75	76–84	85–100
Other Assessments				
Approved Alternatives to Regents English, Math, and Science Examinations	Fail	N/A	Pass but not highest score	Highest Score
NYSAA in ELA, Math, and Science (High School Level)	Level 1	Level 2	Level 3	Level 4

Note: An accountability achievement level is not assigned to records for which an exemption was granted to an administration of the Regents examinations, approved alternatives to Regents examinations, or NYSAA.

27. How are students who enter New York State schools after Grade 10 included in the accountability calculations?

For the 2025–2026 school year based on 2024–2025 school year results, students will receive credit towards graduation requirements as indicated below:

- Students first entering a New York State school from outside the State or country in Grade 12 are exempt from the requirement that they must pass a Regents examination in science and Global History and Geography to earn a New York State diploma (either Regents or local). These students are reported in SIRS with an assessment measure description "Science Exempt" (Assessment Measure Code 00402) and an assessment measure description "Global Hist Exempt" (Assessment Measure Code 00401), the date of the decision, and a score of "65."
- Students first entering a New York State school from outside the State or country in Grade 11 are exempt from the requirement that they must pass a Regents examination in Global History and Geography to earn a New York State diploma (either Regents or local). These students are reported in SIRS with an assessment measure description "Global Hist Exempt" (Assessment Measure Code 00401), decision date, and a score of "65."
- Should an out-of-state 12th grader take a Regents examination in science and score at Level 4, the school will receive Level 4 credit for the student. Should an out-of-state 11th or 12th grader score at Level 4 on a Regents examination in Global History and Geography, the school will receive Level 4 credit for the student.

28. How does ESSA's 95% participation requirement work in New York State?

Schools are required to test 95% of their students in ELA and 95% of their students in math at both the elementary/middle and high school levels. Schools are only accountable for a subgroup's statewide testing participation rate if there are 40 or more students in that subgroup.

Elementary/Middle Level: At the elementary/middle level, the denominator is the number of Grades 3–8 and ungraded age equivalent students enrolled during the test administration period. The numerator at the elementary/middle level is the number of students in the denominator with a valid score on the Grades 3–8 ELA or math assessment, a Regents math examination taken in lieu of a Grade 6, 7, or 8 math assessment, the NYSAA for eligible students with disabilities, or the New York State English as a Second Language Achievement Test (NYSESLAT) for English language learners who have been enrolled in a U.S. school for less than one year. Medically excused students are excluded from both the numerator and the denominator at the elementary/middle level.

High School Level: At the high school level, the denominator is the number of 12th graders. The numerator at the high school level is the number of students in the denominator with a valid score on a Regents ELA or math examination, an approved alternative to a Regents examination, or the NYSAA for eligible students with disabilities. Students granted exemptions from diploma assessment requirements for major life events that do not have a valid assessment record for the same subject are included as non-participants in participation rate calculations. For more information about exemptions from diploma assessment requirements for major life events, please see Question 18.

29. How does New York State set state level Measures of Interim Progress and Long-Term Goals for continuous improvement?

ESSA requires that states set statewide measures of interim progress (MIPs) and ambitious long-term goals (LTGs) to provide schools and districts with trends over time that lead to actionable goal setting. New York State sets ambitious statewide MIPs and LTGs annually for improving student academic achievement and promoting greater educational outcomes for ELA, math, graduation rate, and English language proficiency. The statewide MIPs and LTGs are included in the New York State School Report Card for informational and continuous improvement planning purposes. Schools and districts are encouraged to compare their performance against the statewide MIPs and LTGs to establish local goals to close gaps.

New York State sets statewide MIPs and LTGs using the following methodology:

Step 1: Establish the State's "end" goal for the indicator, which is the level of performance that the State wishes each subgroup statewide and each subgroup within each school to achieve in the future. Currently, the "end" goal for performance in ELA and math is 200. For graduation rate, the "end" goal is 95% for the 4-year graduation rate, 96% for the 5-year graduation rate, and 97% for the 6-year graduation rate. For English language proficiency, the "end" goal is to have 95% of students meet their progress expectations.

Step 2: Set the period for establishing the LTG toward achieving the "end" goal. New York State has set the 2028–2029 school year as the year for which it will set its LTG. New York State establishes the LTG every five years. Before the beginning of the 2029–2030 school year, new LTGs will be established for the next five years. If New York State makes substantial progress in achieving the already established LTGs, then New York State may establish new LTGs prior to the 2029–2030 school year.

Step 3: Set a target to close the gap between the "end" goal and the LTG. New York State has established a 20% gap closing target for ELA and math. For example, if the baseline performance for a subgroup in ELA is a Performance Index of 120, and the "end" goal is a Performance index of 200, then the gap between the "end" goal and the baseline performance is 80 Index points (200 - 120 = 80). Twenty percent of 80 is 16 Index points, which would then be the target gap closing amount.

Step 4: Add the baseline Performance Index to the gap closing amount to establish the LTG. As in the example in Step 3, if the baseline Performance Index is 120 and the target gap closing amount is 16 Index points, then the LTG would be 136 (120 + 16 = 136).

Step 5: Repeat each step for each subgroup.

Step 6: The LTGs are the same from the 2024–2025 to the 2028–2029 school years. MIPs are the annual increments towards achieving the LTG so that the LTG can be met by the 2028–2029 school year. For example, 32% of New York State ELLs/Multilingual Learners currently meets their progress expectations for English language proficiency. Since the "end" goal is to have 95% of students meet their progress expectations, the target gap closure amount is 63% (95 - 32 = 63). Twenty percent of 63% equals 13%, when rounded to the nearest whole number, which is the LTG. MIPs are the annual increments toward achieving the LTG that a subgroup must achieve so that the LTG can be met by the 2028–2029 school year.

Tables for Statewide MIPs and LTGs for ELA, math, graduation rate, and English language proficiency beginning in the 2025–2026 school year can be found in the Appendix.

30. How are accountability support models determined for Transfer High Schools?

A Transfer High School is a high school in which:

- most students, upon their first enrollment in the high school, previously attended Grade 9 or higher in another high school; or
- most students attained age 16 or higher in the year in which the students first entered Grade 9; or
- more than 50% of currently enrolled students are ELLs who have attended school in the 50 United States (excluding Puerto Rico) and the District of Columbia for less than three years.

For districts and charters that have committed to developing and implementing a plan to improve outcomes for youth with targeted needs, transfer high schools may participate in an automatic appeals process. For the 2025–2026 school year based on 2024–2025 school year results, all Transfer High Schools that submitted the "Transfer High School Automatic Appeal Survey" will be eligible to participate in the automatic appeals process, which considers additional measures when determining support models for these schools.

31. How are accountability support models determined for Self-Assessment Schools?

Schools with not enough student results to make accountability support model determinations using the standard process, such as Grades K–1 schools, schools with fewer than 20 continuously enrolled student results, or new high schools that have not yet graduated a cohort of students, are considered Self-Assessment Schools. Any configuration of Grades K–12 schools that do not participate in the regular statewide assessment program is required to submit nationally normed (if available) achievement test data for ELA and math to the Department.

Additionally, schools will engage in the self-assessment process to make accountability support model determinations when the following rules are applied:

- For the elementary/middle level: If the All Students group does not meet the minimum n-size for Weighted Average Achievement or Core Subject Performance or the All Students group does not meet the minimum n-size for Student Growth, ELP, and Attendance.
- For the high school level: If the All Students group does not meet the minimum n-size for Weighted Average Achievement, for both Core Subject Performance and Graduation Rate, or for ELP, Attendance, and CCCR.

These schools are required to provide the Department with information so that an assessment can be made of their academic programs and school learning environments. NYSED reviews the

information provided and determines which levels will be assigned to the school's accountability subgroup(s) for each indicator. Accountability support model identifications are then based on these levels. Please reach out to selfassessment@nysed.gov for additional information regarding this process.

32. How are accountability support models determined for schools with only grades below Grade 3?

For students who attend elementary schools that serve only grades below Grade 3 but whose highest grade is Grade 1 or Grade 2 (e.g., 1, 2, 1–2, K–1, K–2), the "feeder" school is the school in which the student was enrolled before entering Grade 3. The "eater" school is the school in which the student took the Grade 3 assessment. For students attending these schools, the elementary/middle level Weighted Average Achievement and Core Subject Performance Levels are determined using a backmapping method by which the Grade 3 assessment score of a student is attributed to the feeder school if the student was enrolled in the feeder school on BEDS Day and June 1st of the school year. The student will also be attributed to the eater school for the Weighted Average Achievement and Core Subject Performance Level determinations if the student meets the continuously enrolled requirement.

For ELP, student performance on the NYSESLAT for students in Grades 1 through 2 (and kindergarten for students who score Commanding on the NYSESLAT) will be used. For Attendance, the Attendance Level will be based on student attendance in Grades 1 through 2. Please reach out to selfassessment@nysed.gov for additional information regarding this process.

33. How are the assessment results for advanced middle school students who take Regents examinations in Grades 6, 7, and 8 included in accountability calculations?

Advanced middle school students who take a Regents math examination in Grade 6, 7, or 8 in lieu of the Grade 6, 7, or 8 math tests and/or the Regents science examination in Grade 7 or 8 in lieu of the Grade 8 science test will have their results on the Regents examinations used when calculating elementary/middle Weighted Average Achievement and Core Subject Performance Indices.

Advanced middle school students who take a Regents math examination in Grade 6, 7, or 8 or a Regents science examination in Grade 7 or 8 in addition to the Grade 6, 7, or 8 math or Grade 8 science test will have their results on the Regents examination "banked" and used for calculating high school Weighted Average Achievement and Core Subject Performance when they enter high school. For example, if a student takes both the Grade 8 math test and a Regents math examination in Grade 8, the Grade 8 math test result will be used when calculating elementary/middle Weighted Average Achievement and Core Subject Performance Indices when the student is in Grade 8. The Regents math examination result will be used when calculating high school Weighted Average Achievement and Core Subject Performance Indices when the student enters a high school cohort. If a student takes a Regents math examination in lieu of Grade 6, 7, or 8 math tests only, the student must take a different Regents examination to fulfill the testing requirement in math at the high school level. In addition, if a student takes multiple Regents math examinations in Grades 6, 7, or 8, the student may use Algebra I to fulfill the testing requirement at the elementary/middle level but must take a different math assessment (e.g., Geometry, Algebra II) to "bank" that second Regents examination for use at the high school level. If the student took all three Regents math examinations in lieu of Grade 6, 7, and 8 math tests,

the student must take a Regents Alternative examination (e.g., Advanced Placement, International Baccalaureate) to fulfill the testing requirement in math at the high school level.

34. How are students who move into and out of New York State because they are children of parents or guardians in the military, Military Interstate Compact (MIC) students, included in the accountability system?

MIC students are students of military families transferring from outside the State. To fulfill the testing requirement at the high school level in ELA, math, science, and social studies, these students may use:

1) exit or end-of-course examinations required for graduation in the sending state;
2) national norm-referenced achievement tests taken by the student in the sending state; and/or
3) alternative end-of-course local examinations for courses in which a culminating examination would typically be required for graduation.

MIC students who are reported with a MIC ELA, MIC math, MIC science, and/or MIC social studies Assessment Measure Code in SIRS will be counted as tested for ELA and math participation and as Level 3 for Weighted Average Achievement and Core Subject Performance Indices.

Definitions of Terms Used in the Accountability System

Additional Targeted Support and Improvement (ATSI): Subgroups are identified for ATSI every three years when accountability subgroups identified for Targeted Support and Improvement meet the identification criteria for Comprehensive Support and Improvement.

All Students: All students enrolled in a school or district, regardless of ethnicity, English language learner status, disability status, or economic status.

American Indian/Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Approved Alternatives to Regents Examinations: NYSED-approved alternative examination to a Regents examination. The list of approved examinations can be found here: http://www.nysed.gov/common/nysed/files/programs/state-assessment/approved-alternative-examinations.pdf.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of East Asia, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

BEDS Day: The Basic Educational Data System (BEDS) reporting deadline, which is typically the first Wednesday in October.

Black or African American: Student reported as having origins in any of the Black racial groups of Africa.

Cohort (Accountability): Students who first entered Grade 9 four years prior to the reporting year (July 1st–June 30th). Ungraded students not reported with a First Date of Entry into Grade 9 are included in the cohort in the reporting year in which they turn 17 years old. Students are included in the cohort if they were enrolled in the school/district on BEDS day of the reporting year, were enrolled with a "regular" enrollment record (0011, 5544, 7000, or 7011), and either earned a credential (085, 629, 799, 0065, or 0071), remained enrolled (EOY), reached compulsory age and stopped attending (400), or on or after April 1st of the reporting year exited the school as a drop out or transfer (136, 289, 306, 340, 357, 391, 408, 425, 430, 5927, 5938) or exited the district as a drop out or transfer (same school codes plus 153 and 238). For more information, see Appendix V: Cohort Definitions of the SIRS Manual at https://www.p12.nysed.gov/irs/sirs/sirs-manual.pdf.

Cohort (CCCR): Students who first entered Grade 9 four years prior to the reporting year (July 1st–June 30th). Ungraded students not reported with a First Date of Entry into Grade 9 are included in the cohort in the reporting year in which they turn 17 years old. Students are included in the cohort if they were enrolled with a "regular" enrollment record (0011, 5544, 7000, 7011, 8300), and either earned a credential (085, 629, 799, 0065, or 0071), remained enrolled (EOY), reached compulsory age and stopped attending (400), transferred to an approved HSE program outside of the district (1089), or exited the school as a drop out or transfer (136, 289, 306, 340, 357, 391, 408, 425, 927, 5938) or exited the district as drop out or transfer (same school codes plus 153 and 238). For more information, see Appendix V: Cohort Definitions of the SIRS Manual at https://www.p12.nysed.gov/irs/sirs/sirs-manual.pdf.

Cohort (Graduation Rate):

- The 4-Year Graduation Rate Cohort consists of students who first entered Grade 9 four years prior to the reporting year (July 1st–June 30th) lagged one year.
- The 5-Year Graduation Rate Cohort consists of students who first entered Grade 9 five years prior to the reporting year (July 1st–June 30th) lagged one year.
- The 6-Year Graduation Rate Cohort consists of students who first entered Grade 9 six years prior to the reporting year (July 1st–June 30th) lagged one year.

Ungraded students not reported with a First Date of Entry into Grade 9 are included in the cohort in the reporting year in which they turn 17 years old. Membership in the cohort is captured as of June 30th of the year prior to the reporting year. Graduation data are captured as of August 31st of the year prior to the reporting year.

Students are included in the cohort if they were enrolled with a "regular" enrollment record (0011, 5544, 7000, 7011, or 8300) and either earned a credential (085, 629, 799, 0065, 0071), remained enrolled (EOY), reached compulsory age and stopped attending (400), completed or exited an extended integrated high school program (0067 or 0068), or exited the school as a drop out or transfer (136, 289, 306, 340, 357, 391, 408, 425, 430, 1089, 5927, 5938) or exited the district as drop out or transfer (same school codes plus 153 and 238). For more information, see Appendix V: Cohort Definitions of the SIRS Manual at https://www.p12.nysed.gov/irs/sirs/sirs-manual.pdf.

Committee on Special Education (CSE): The committee that makes educational and testing decisions for students with disabilities.

Comprehensive Support and Improvement (CSI): All Students groups are identified for CSI every three years when they meet criteria used to identify, at the minimum, the bottom 5% of elementary/middle schools and bottom 5% of high schools statewide. At the high school level, All Students groups are also identified for CSI when the 4-year cohort graduation rate is less than 67% and the 5-year and 6-year cohort graduation rates are not 67% or above.

Continuously Enrolled: At the elementary/middle level, continuously enrolled means students enrolled on BEDS Day, which is typically the first Wednesday in October of the reporting year and enrolled at the end of the test administration. At the high school level, continuously enrolled means students in the accountability cohort. For accountability determinations based on 2024–2025 school year results, continuously enrolled students are used to calculate outcomes for elementary/middle Weighted Average Achievement and Core Subject Performance, elementary/middle Student Growth, and elementary/middle and high school English Language Proficiency.

Economically Disadvantaged: Students who participate in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Supplemental Nutrition Assistance Program (SNAP); Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as economically disadvantaged, all students from that household may be identified as economically disadvantaged.

English Language Learner (ELL): A student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English and requires support to become proficient in English and is identified pursuant to Section 154.3 of

Commissioner's Regulations. Students who are not ELLs in the current year but were ELLs in one or more of the previous four years are called "former ELLs."

Every Student Succeeds Act: The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015, 20 U.S.C. sections 6301 et seq. (Public Law 114-95, 129 STAT. 1802).

Foreign Exchange Students: Foreign exchange students are students from another country who are attending New York State schools as part of a foreign exchange program. These students are NOT included in accountability calculations. These students must be correctly coded as foreign exchange students using the "0022" Beginning Enrollment code to be excluded from these calculations.

Graduate (for Graduation Rate): Students in the Graduation Rate Total Cohort who earned a New York State diploma (either Regents or local) by August 31st of the reporting year, lagged one year.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers him or herself to belong to or identify with or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

Homebound Students: Homebound students (also known as home-tutored students) fall into two categories: a) students who remain enrolled in a school but are provided temporary instruction in the home; and b) students who are unable to attend school for the remainder of the school year because of a physical, mental, or emotional illness or injury substantiated by a licensed physician or, for students with disabilities, are placed in homebound instruction by the CSE and are instructed at home or in a hospital by a tutor provided by the district of responsibility. Students who remain enrolled in a school are included in the school's and the district's accountability calculations. Students who do not remain enrolled in a school but remain enrolled in a district are included in the district's accountability calculations.

Home-Schooled Students: Home-schooled students are those educated by their parents or guardians and not the educational responsibility of a school or district. Home-schooled students are not included in accountability calculations. These students must be correctly coded as home schooled using the "255" Ending Enrollment code to be excluded from these calculations.

Local Support and Improvement (LSI) (Districts): Districts are identified for LSI annually when they do not have any component schools identified for CSI, ATSI, or TSI.

Local Support and Improvement (Schools): Schools are identified for LSI annually when they do not have any accountability subgroups, including the All Students group, identified for CSI, ATSI, or TSI.

Major Life Event: Any severe illness, severe medical condition, or life-altering incident that significantly impacts or prevents a student from participating in a required diploma assessment.

Medically Excused: Students with a significant medical emergency during both the regular and makeup examination period for which a school district has documentation from a medical practitioner that they are so incapacitated as to be unable to participate in the State assessment

given during that examination period. These students are excluded from the elementary/middle level Weighted Average Achievement and Core Subject Performance indicator calculations.

Multiracial: A student reported as belonging to more than one racial/ethnic group.

Out-of-School Suspensions: Out-of-School Suspensions (OSS) are instances in which a student is temporarily removed from their regular school for disciplinary purposes to another setting (e.g., home, behavior center, alternative learning center). OSS is not included in the determination of Attendance Level, as the student is provided with instruction while suspended.

Self-Assessment Schools: Schools with too few student results for the All Students group to make accountability support model determinations using the standard process.

Students with Disabilities: Students classified by the Committee on Special Education as having one or more disabilities. Students who are not classified as students with disabilities in the current year but were classified as students with disabilities in one or more of the previous two years are called “former students with disabilities.”

Target Districts: Districts are identified as Target Districts annually when they have at least one component school identified for CSI, ATSI, or TSI.

Targeted Support and Improvement (TSI): Subgroups are identified for TSI annually when they meet the identification criteria for TSI for three consecutive years. Subgroups that meet identification criteria for TSI in the first and second consecutive year are identified for Potential TSI, or PTSI-1 and PTSI-2, respectively.

Transfer High School: A transfer high school is:

- a high school in which most students upon their first enrollment in the high school had previously attended Grade 9 or higher in another high school; or
- a high school in which most students attained age 16 or higher in the year in which the students first entered Grade 9; or
- a school in which more than 50% of currently enrolled students are English Language Learners as defined in Part 154 of Commissioner’s Regulations who have attended school in the 50 states of the United States of America (excluding Puerto Rico) and the District of Columbia for less than three years.

Valid Test Score: A score earned by a student on a State assessment or approved alternative. Students who are absent, refuse to take the test, experience an administrative error when the test is given, or are medically excused do not receive valid test scores on assessments. All other tested students should be assigned a valid test score.

White: A student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Appendix

Accountability Indicator Static Cut Points

The static cut points shown in the tables below were established using 2023–2024 school year results and will be used to assign accountability levels for Attendance and Core Subject Performance at the elementary/middle and high school levels for the 2025–2026, 2026–2027, and 2027–2028 school years. These cut points will be reestablished for the 2028–2029 school year and every three years thereafter.

Attendance Indicator Static Cut Points:

Elementary/Middle Level

	Level 1		Level 2		Level 3		Level 4	
Accountability Subgroup	**Min**	**Max**	**Min**	**Max**	**Min**	**Max**	**Min**	**Max**
All Students	0	133.5	133.6	191	191.1	208	208.1	250
Students with Disabilities	0	124.8	124.9	177.8	177.9	197.8	197.9	250
English Language Learners	0	125	125.1	179.5	179.6	197.6	197.7	250
Economically Disadvantaged	0	128.9	129	176.4	176.5	192	192.1	250
Race/Ethnicity	0	126.1	126.2	188.7	188.8	209.3	209.4	250

High School Level

	Level 1		Level 2		Level 3		Level 4	
Accountability Subgroup	**Min**	**Max**	**Min**	**Max**	**Min**	**Max**	**Min**	**Max**
All Students	0	86.5	86.6	171.7	171.8	195.3	195.4	250
Students with Disabilities	0	71.1	71.2	153.1	153.2	178.7	178.8	250
English Language Learners	0	81.4	81.5	148.9	149	179.5	179.6	250
Economically Disadvantaged	0	87.1	87.2	156.1	156.2	180.1	180.2	250
Race/Ethnicity	0	90.3	90.4	171.8	171.9	199.9	200	250

Core Subject Performance Indicator Static Cut Points

Elementary/Middle Level

	Level 1		Level 2		Level 3		Level 4	
Accountability Subgroup	**Min**	**Max**	**Min**	**Max**	**Min**	**Max**	**Min**	**Max**
All Students	0	86.5	86.6	131.2	131.3	158.1	158.2	250
Students with Disabilities	0	37	37.1	71.8	71.9	96.8	96.9	250
English Language Learners	0	49.4	49.5	85	85.1	106.3	106.4	250

Accountability Subgroup	Level 1		Level 2		Level 3		Level 4	
	Min	Max	Min	Max	Min	Max	Min	Max
Economically Disadvantaged	0	76.3	76.4	112.8	112.9	137.1	137.2	250
Race/Ethnicity	0	78.3	78.4	132.7	132.8	166.6	166.7	250

High School Level

Accountability Subgroup	Level 1		Level 2		Level 3		Level 4	
	Min	Max	Min	Max	Min	Max	Min	Max
All Students	0	70	70.1	133.3	133.4	165.5	165.6	250
Students with Disabilities	0	35	35.1	70.8	70.9	98	98.1	250
English Language Learners	0	25.6	25.7	56.9	57	77.6	77.7	250
Economically Disadvantaged	0	67	67.1	118	118.1	144.1	144.2	250
Race/Ethnicity	0	70.3	70.4	135	135.1	170.4	170.5	250

Statewide Measures of Interim Progress and Long-Term Goals

The following tables show the statewide measures of interim progress (MIPs) and long-term goals (LTGs) at the elementary/middle and high school levels for the 2025–2026 school year and beyond for English language arts (ELA), mathematics, graduation rate, and English Language Proficiency for English language learners (ELLs) and multilingual learners (MLLs).

Academic Achievement: ELA and Math (Elementary/Middle and High School Levels)

Grades 3–8 ELA								
Group Name	2022–2023 Baseline	2024–2025 MIP	2025–2026 MIP	2026–2027 MIP	2027–2028 MIP	2028–2029 MIP	2024–2025 to 2028–2029 LTG	End Goal
All Students	120.1	123.3	126.5	129.7	132.9	136.1	136.1	200
Asian/Pacific Islander	177.9	178.8	179.7	180.6	181.5	182.3	182.3	200
Black	111.3	114.8	118.3	121.8	125.3	129	129	200
Economically Disadvantaged	106.2	110	113.8	117.6	121.4	125	125	200
English Language Learners	88.5	93	97.5	102	106.5	110.8	110.8	200
Hispanic	103.6	107.5	111.4	115.3	119.2	122.9	122.9	200
Multiracial	122.6	125.7	128.8	131.9	135	138.1	138.1	200
American Indian/Alaska Native	118.9	122.1	125.3	128.5	131.7	135.1	135.1	200
Students with Disabilities	63.4	68.9	74.4	79.9	85.4	90.7	90.7	200
White	120.5	123.7	126.9	130.1	133.3	136.4	136.4	200

Grades 3–8 Math								
Group Name	**2022–2023 Baseline**	**2024–2025 MIP**	**2025–2026 MIP**	**2026–2027 MIP**	**2027–2028 MIP**	**2028–2029 MIP**	**2024–2025 to 2028–2029 LTG**	**End Goal**
All Students	124.4	127.4	130.4	133.4	136.4	139.5	139.5	200
Asian/Pacific Islander	190.5	190.9	191.3	191.7	192.1	192.4	192.4	200
Black	102.8	106.7	110.6	114.5	118.4	122.2	122.2	200
Economically Disadvantaged	106.3	110	113.7	117.4	121.1	125	125	200
English Language Learners	99.7	103.7	107.7	111.7	115.7	119.8	119.8	200
Hispanic	101.7	105.6	109.5	113.4	117.3	121.4	121.4	200
Multiracial	126	129	132	135	138	140.8	140.8	200
American Indian/Alaska Native	117.1	120.4	123.7	127	130.3	133.7	133.7	200
Students with Disabilities	67.2	72.5	77.8	83.1	88.4	93.8	93.8	200
White	132	134.7	137.4	140.1	142.8	145.6	145.6	200

High School ELA								
Group Name	**2022–2023 Baseline**	**2024–2025 MIP**	**2025–2026 MIP**	**2026–2027 MIP**	**2027–2028 MIP**	**2028–2029 MIP**	**2024–2025 to 2028–2029 LTG**	**End Goal**
All Students	131.6	134.9	138.2	141.5	144.8	148.3	148.3	215
Asian/Pacific Islander	137.4	140.5	143.6	146.7	149.8	152.9	152.9	215
Black	90	95	100	105	110	115	115	215
Economically Disadvantaged	98.5	103.2	107.9	112.6	117.3	121.8	121.8	215
English Language Learners	42.8	49.7	56.6	63.5	70.4	77.2	77.2	215
Hispanic	94.8	99.6	104.4	109.2	114	118.8	118.8	215
Multiracial	141.7	144.6	147.5	150.4	153.3	156.4	156.4	215
American Indian/Alaska Native	97.3	102	106.7	111.4	116.1	120.8	120.8	215
Students with Disabilities	69.6	75.4	81.2	87	92.8	98.7	98.7	215
White	168.3	170.2	172.1	174	175.9	177.6	177.6	215

High School Math								
Group Name	**2022–2023 Baseline**	**2024–2025 MIP**	**2025–2026 MIP**	**2026–2027 MIP**	**2027–2028 MIP**	**2028–2029 MIP**	**2024–2025 to 2028–2029 LTG**	**End Goal**
All Students	59	64.6	70.2	75.8	81.4	87.2	87.2	200
Asian/Pacific Islander	111.3	114.8	118.3	121.8	125.3	129	129	200
Black	31	37.8	44.6	51.4	58.2	64.8	64.8	200
Economically Disadvantaged	45	51.2	57.4	63.6	69.8	76	76	200
English Language Learners	29.9	36.7	43.5	50.3	57.1	63.9	63.9	200
Hispanic	36.9	43.4	49.9	56.4	62.9	69.5	69.5	200
Multiracial	57.8	63.5	69.2	74.9	80.6	86.2	86.2	200
American Indian/Alaska Native	43.9	50.1	56.3	62.5	68.7	75.1	75.1	200
Students with Disabilities	22.2	29.3	36.4	43.5	50.6	57.8	57.8	200
White	69.5	74.7	79.9	85.1	90.3	95.6	95.6	200

Graduation Rate (High School Level)

4-Year Cohort Graduation Rate (%)								
Group Name	**2018 4-Yr GR Baseline**	**2024–2025 MIP**	**2025–2026 MIP**	**2026–2027 MIP**	**2027–2028 MIP**	**2028–2029 MIP**	**2024–2025 to 2028–2029 LTG**	**End Goal**
All Students	87.2	87.5	87.8	88.1	88.4	88.8	88.8	95
Asian/Pacific Islander	93.3	93.4	93.5	93.6	93.6	93.6	93.6	95
Black	82.1	82.6	83.1	83.6	84.1	84.7	84.7	95
Economically Disadvantaged	82.6	83.1	83.6	84.1	84.6	85.1	85.1	95
English Language Learners	70.5	71.5	72.5	73.5	74.5	75.4	75.4	95
Hispanic	81	81.6	82.2	82.8	83.4	83.8	83.8	95
Multiracial	86.3	86.6	86.9	87.2	87.5	88	88	95
American Indian/Alaska Native	81.9	82.4	82.9	83.4	83.9	84.5	84.5	95
Students with Disabilities	69.4	70.4	71.4	72.4	73.4	74.5	74.5	95
White	91.6	91.7	91.8	91.9	92	92.3	92.3	95

5-Year Cohort Graduation Rate (%)								
Group Name	**2017 5-Yr GR Baseline**	**2024–2025 MIP**	**2025–2026 MIP**	**2026–2027 MIP**	**2027–2028 MIP**	**2028–2029 MIP**	**2024–2025 to 2028–2029 LTG**	**End Goal**
All Students	89.1	89.4	89.7	90	90.3	90.5	90.5	96
Asian/Pacific Islander	94.1	94.2	94.3	94.4	94.5	94.5	94.5	96
Black	84.4	84.9	85.4	85.9	86.4	86.7	86.7	96
Economically Disadvantaged	85.2	85.6	86	86.4	86.8	87.4	87.4	96
English Language Learners	75.3	76.1	76.9	77.7	78.5	79.4	79.4	96
Hispanic	83.9	84.4	84.9	85.4	85.9	86.3	86.3	96
Multiracial	89.3	89.6	89.9	90.2	90.5	90.6	90.6	96
American Indian/Alaska Native	85.2	85.6	86	86.4	86.8	87.4	87.4	96
Students with Disabilities	72	73	74	75	76	76.8	76.8	96
White	92.8	92.9	93	93.1	93.2	93.4	93.4	96

6-Year Cohort Graduation Rate (%)								
Group Name	**2016 6-Yr GR Baseline**	**2024–2025 MIP**	**2025–2026 MIP**	**2026–2027 MIP**	**2027–2028 MIP**	**2028–2029 MIP**	**2024–2025 to 2028–2029 LTG**	**End Goal**
All Students	88.6	88.9	89.2	89.5	89.8	90.3	90.3	97
Asian/Pacific Islander	93.6	93.7	93.8	93.9	94	94.3	94.3	97
Black	84.1	84.6	85.1	85.6	86.1	86.7	86.7	97
Economically Disadvantaged	84.6	85.1	85.6	86.1	86.6	87.1	87.1	97
English Language Learners	71.3	72.3	73.3	74.3	75.3	76.4	76.4	97
Hispanic	82.7	83.3	83.9	84.5	85.1	85.6	85.6	97
Multiracial	88.9	89.2	89.5	89.8	90.1	90.5	90.5	97
American Indian/Alaska Native	80.9	81.5	82.1	82.7	83.3	84.1	84.1	97
Students with Disabilities	72.1	73.1	74.1	75.1	76.1	77.1	77.1	97
White	92.9	93.1	93.3	93.5	93.7	93.7	93.7	97

Progress in Achieving English Language Proficiency (Elementary/Middle and High School Levels)

Subject	Group Name	2022–2023 Baseline	2024–2025 Target	2025–2026 Target	2026–2027 Target	2027–2028 Target	2028–2029 Target	2024–2025 to 2028–2029 LTG	End Goal
ELP	**ELLs/ MLLs**	32%	34.5%	37%	39.5%	42%	44.5%	44.5%	95%